

Sisson, C.M. The integration of homemaking  
1945 with other subject fields

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Boston University  
School of Education

THE INTEGRATION OF HOME MAKING WITH  
OTHER SUBJECT FIELDS

Submitted by  
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(B.S., Simmons, 1915)

In partial fulfillment of requirements  
for the degree of  
Master of Education

1945

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## CHAPTER I

### INTRODUCTION

#### The Broad Scope of Home Economics

"Home economics in its present development and its potential values has much to give to education today. The very nature of the materials with which it deals lends a realness and vitality to secondary school experience that adolescents needs." (1) It is a subject so broad and of such a peculiar combination of attitudes, knowledge, and skills that all must be taught concomittantly. In many fields of instruction there is a relatively clearly defined field of related facts, principles, and applications which form a coherent system, as in the sciences. Home making, however, like some other fields of instruction, as for example sociology or engineering, is a complex. An analysis shows the interrelation with many other fields, such as the arts in terms of color and design, mathematics in terms of money management, science in terms of understanding the body and the use of mechanical appliances in the home, and psychology in terms of living in a group and child training.

The question arises, therefore, as to where and by whom

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(1) Spafford, Ivol. A Functioning Program of Home Economics.  
New York: John Wiley and Sons, Inc., 1940. P. 1.





instruction in these field pertaining to the home shall be given. Is budgeting to be taught by the mathematics teacher or the home making teacher, or by both? The same question arises in regard to nutrition and biology, design and art, and social studies. and home and community living.

Dorothy Canfield Fisher discusses the scope of home making - "of the teachers paid out of our taxes, those in the home economics department of high schools, together with those who teach English and (in schools where the social sciences are taught) elementary sociology, are the ones who can most help modern girls prepare themselves to be vigorously and creatively useful to society and satisfactory to themselves. . . . In our departments of home economics in high schools and colleges we have an educational area which has become little by little dedicated more or less to the art of living rather than imparting factual information or a knowledge of the culture of the past. Its leaders in the nation and in the states have been left more free than any other American educators to adapt the spirit and substance of the instruction under their charge to the constantly changing conditions of modern life." . . . .

"Home Economics - how could a subject with that name have remained what it began in a society of which the economic structure has been totally transformed by the machine and the extreme application of the principles of





the division of labor? Nothing else in our way of life has remained unchanged under the impact of that tremendous revolution. The teaching of home economics could not. It has not. . . . Of all the subjects taught in our college and secondary schools home economics is the one in which by class room instruction it is most possible immediately and definitely, to improve the quality of daily life for young people." . . . .

"Where in our educational system except in the home economics department is there a class, or a course of study, or a teacher who could steer the younger generation into a profitable use of the new opportunities for close and happy personal relations inside the family in its modern form? . . And who, if not the home economics teacher inspired by her unique opportunity for creative contact with impressionable youth, is going to suggest to modern girls that industrialism and all that goes with it has not, as feared, killed the sound old way of life in which every member of a family, even the little children, could be genuinely of use to all." (2)

From these quotations we see the stress on how to live in a modern home as the important factor in teaching home making at present. To quote another source: "The activi-

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(2) Fisher, Dorothy Canfield. Our Young Folks.  
New York: Harcourt, Brace and Company, 1943. Pp.224-234.



ties most frequently thought of when home economics is mentioned are the feeding, clothing, and housing of the individual and the family. A study of home economics offerings over a period of years, however, shows that other activities have long been included: the management and use of individual and family resources, the protection and care of the sick, the growth and development of the members of the family, the care of children, the everyday social relationships of people, the development of individual and group interests within the home. With increasing interdependence of people home economics has extended its interests still further into the social, political, and economic conditions affecting immediate personal and family living." (3)

Four contributions of home economics to education in general are: "a concern for home living as the core of its educational program, a unifying of educational experiences in relationship to home-life activities, a personalizing of instruction, and the acquiring of techniques and skills of living." (4)

The general objectives of home economics today may be stated as follows: to guide the individual "in determining

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(3) Spafford, Ivol. A Functioning Program of Home Economics. New York: John Wiley and Sons, Inc., 1940. P. 4.

(4) Ibid. Pp. 7-9.





the values most worth working for in immediate personal and home living;" "to focus attention on assisting the individual in achieving a wholesome personality and in working out satisfying personal and social relationships;" to help the individual "in discovering his needs, interests, and capacities as they relate to home-life activities;" to assist the individual "in using individual and family resources for the attainment of values set up as most worthwhile in life;" and to help "the individual in preparing for a vocation when a vocational interest has been found within the field." (5)

Thus we find the emphasis in home making teaching placed upon the basic aspects of living. The emphasis is upon developing integrated personalities and a satisfying philosophy of life through participation in activities and discussion pertaining to family living. No family lives to itself but must be considered a part of the community. This leads out to the particular group of which the family is a part and often enters a much larger field of differing cultures and backgrounds. Family attitudes and practices extend far beyond the individual home and although home economics is basically functional there is much of interest and value in its general educational values.

Along with the emphasis upon the broader scope of home economics has come a different outlook on the teaching in

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(5) Ibid. Pp. 11-12.





many other fields. "In 1918 the Commission on the Reorganization of Secondary School Education issued a report Cardinal Principles of Secondary Education. This report was among the first attempts to make education more functional in nature. The report held that education should contribute to:

(1) health, (2) command of functional processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character. . . . The individual is engaged in the work of the world, has a certain amount of leisure time, lives in a home and community, uses goods and services, has problems requiring cooperative action of the social group, and forms some kind of a workable philosophy of life." (6) Are not these aims as expressed here similar, and in many cases, identical with the general aims in teaching home making as set up for today?

The trend today, especially in experimental study, is to follow through the assumption that "the basis of the curriculum is to be found in the problems of living." (7) This has led to a breaking down of the boundaries defined by the subject centered curriculum and attempts to design curriculums dealing with the problems of living have given rise to new terms which will be discussed in the next chapter.

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(6) Giles, H. H., McCutchen, S. P., and Zechiel, A. N. Exploring the Curriculum. New York: Harper and Brothers, 1942. P. 4.

(7) Ibid. P. 7.





## CHAPTER II.

Discussion of Integration and Similar Techniques

Integrated Courses

The Core Curriculum

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## CHAPTER II

### DISCUSSION OF INTEGRATION AND SIMILAR TECHNIQUES

"Integration is a shorthand word used to designate intelligent behavior. Integrating refers to continuous, intelligent, interactive adjusting." (8) "Educators appear to use this concept of integration in the following contexts:

1. Psychologically, integration is the blanket term employed to denote the educator's concern for the total personality of the learner.
2. Pedagogically, integration is used to describe a teaching procedure which relates varieties of subject matter to units of study or to problem-solving situations.
3. Sociologically, integration is utilized in three different ways namely:
  - a. To designate the desired relationship between an individual and other individuals as interacting personalities.
  - b. To designate the desired relationship between an individual and the organized institutions of society.

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(8) Hopkins, S. Thomas. Integration - Its Meaning and Application. New York: D. Appleton-Century Company, 1937. P. 1.



c. To designate the desired relationship between one organized institution of society (the school for example) and other institutions involved in a complex culture."

"Combined in the form of a single educational formula, or rather interrogation, these concerns may be stated thus: Is it possible (if desirable) to teach pupils and to operate an educational institution in such a manner as to give assurance that the learner will become an integrated personality functioning creatively in an integrated society? If schools cannot give such assurance, how else may they be justified?" (9)

If the purpose of education is to give students an understanding of life with information and skill to meet its problems then correlation and integration of subject matter is needed to make them aware of the connection in a whole picture and scheme of living. In an integrated curriculum we, also, find wider varieties of materials, more activity, greater cooperation between students and teachers, and the fuller abilities of the students being utilized. In this stimulation and use of all faculties, personality is developed and a well rounded growth promoted.

For a number of years there has been a tendency to abolish distinction between subjects of study and to organize

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(9) Ibid. Pp. 21, 22.



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curriculum units on a different basis. This has been done especially in social studies where units of study have been organized around vital social problems and material has been drawn from realms of history, economics, civics, and geography, as needed. There are pro and con arguments related to this method for, if pursued to a logical conclusion, all subjects would lose their identity and the curriculum would be organized "throughout in terms of problems, or projects, or activities." (10) One argument for this technique is that life problems are not handed out in subject compartments and that this method does help a student to see a problem as a whole instead of in segregated units. "Seeing a problem whole in this manner is equivalent to having an integrated view of it, and an integrated view means, in so far forth, an integrated personality." (11)

Integration is not new but more emphasis is being given to consideration of the child as a whole personality and, therefore, to the consideration of the curriculum as a complete and comprehensive picture rather than a picture puzzle type of education.

"Early attempts to design curricula dealing with the problems of living have given rise to many new terms found in present educational literature. Unified studies, inte-

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(10) Breed, Frederick S. Education and the New Realism.  
New York: The Macmillan Company, 1939. P. 158

(11) Ibid. P. 159.





grated courses, stem courses, core courses, fused courses,  
social living courses, and basic courses are a few of the  
terms applied to such organization of teaching materials." (12)

Common elements are found in the organization and administration of these courses. "First, they cut across subject matter lines; second, they frequently call for co-operative planning and teaching; third, they call for exploration of a wide range of relationships; fourth, they provide for experiences valid for large groups; fifth, they deal with subject matter which does not require extended drill in specific skills (such as operations involved in mathematics, of the writing of chemical equations); sixth, they use a wide range of source materials, techniques of gathering information, and class room activities." (13)

The term core curriculum is applied to a wide variety of courses used in many schools. Although this term, as used in some schools means the subjects required by all students, as used in this discussion it will designate an approach to curriculum building "in which sharp lines between subject fields disappear entirely or become blurred almost to the point of extinction." (14) Teachers attempting to organize work around problems of living found difficulty in

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(12)Giles, H. H., McCutchen, S. P. and Zechiel, A. N.  
Exploring the Curriculum. New York: Harper and  
Brothers, 1942. P. 33.

(13)Ibid. Pp. 33-34.

(14)Ibid. Pp. 32-33.

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staying within prescribed course boundaries.

In order to distinguish between types of core courses it is well to discuss some of the various approaches to handling subject matter on this basis. One of the earliest methods used was the unified studies approach and here two or three fields were fused or united when they appeared to have any "integrating or correlating foci." The fields within which most of this took place were social studies and English, or mathematics and science but because of time units, periods under consideration, skill to be gained, it was found that putting subjects together was not necessarily good and other media of organization were looked for.

Another approach was that of the Cultural Epoch where sequence was determined by chronology and the field of history was usually chosen for the "core". Thus, ancient Greece may be studied for its art, science, music, literature. In the study of American culture, American life as a whole can be dealt with stressing ideas and ideals which shape American thinking. The general criticism of this type of organization is that it focuses too much attention upon the past and there is little time to give to present day problems.

The social demands approach bases its organization of subject matter upon "its contribution to an understanding and solution of the problems of living." (15) Many fields

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(15) Ibid. P. 40.





contribute to the subject matter and the organization is about the problems of life and is functional in nature.

Another technique used is the broad field course in which "subject matter is drawn from a single field or area but cuts across the lines dividing specific subjects within a field." (16) The term survey course is also used to designate this type. General Science has long been taught along these lines and other courses are biology and general or socialized mathematics. There are two approaches to teaching in this manner. One is determined by an analysis of the content of the field and called subject matter analysis approach and in the other the scope is determined by analysis of the problems involved in daily living and is called the social demands approach.

The needs of adolescents have been considered especially and have been listed by the Commission on Human Relations in the study of the Secondary School curriculums. Using categories of personal living, immediate personal and social relationships, social-civic relationships, and economic relationships, the schools attempted to determine basic adolescent needs in a given solution and to design units of study to meet these needs in such a way as to develop the characteristics of personality needed for effective functioning in a democratic society. The scope of the

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(16) Ibid. P. 23.



problem is determined by various grade levels and distinction is made between a problem and a problem area. For example "Living in the Home" is a problem area from which many problems may be explored. "Here again courses planned on a problem basis will cut across many subject lines and we find such a suggested problem as 'Home and Family Life' may be integrated with the home economics field." (17)

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(17) Ibid. Pp. 44-47.





### CHAPTER III.

#### Means and Devices for Obtaining Integration

Interdepartmental meetings

Outlines and charts of courses

Conferences

Interchange of teachers in  
classroom procedure

Use of common factors

Flexibility of schedule

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## CHAPTER III

### MEANS AND DEVICES FOR OBTAINING INTEGRATION

Integrated courses depend primarily upon two things - the administrative policy of the school and the teaching staff. There must be a philosophy of education within the school which is progressive and broad enough to allow change when change appears to be best for the student body.

The so-called traditional type of school is inclined to follow the same courses of study and the same teaching methods year in and year out without considering changing times or changing personalities. Freedom is given to children of all ages in our modern society and they must learn to distinguish between freedom and license. This means that this problem must be considered in planning the curriculum since an integrated personality is better able to fit into a freer society.

Methods of approaching integration must be considered carefully. First of all is the teaching staff. In core courses, especially, teachers who have had experience in guidance and counseling are more effective. Sympathy, sensitivity to problems of youth, and interest in the child as a whole, rather than in subject matter, makes for greater success in this technique of teaching. Teachers must be



those who find security in the objective of general education. They must be able to direct activities in more than one area of organized knowledge, not necessarily masters of any field but willing to do research and work with pupils in finding out about new problems as they arise.

They must, above all, be cooperative with other teachers in the areas in which they are working and willing to contribute any special knowledge or skill when it can be utilized. They must not be bound too much by hours of schedule in the administrative set up or unwilling to give many extra hours to conferences and group discussions. They must be open minded about so-called activity programs since in many integrated and core courses larger blocks of time are used and in order to prevent fatigue or monotony a change of activities must be planned for within a period.

Some of the methods of meeting these problems are as follows: a selected group of teachers representing various fields get together for departmental and interdepartmental meetings to plan an integrated curriculum unit or units. Study, discussion, and willingness to keep or to discard material when it is necessary is important. The use of common factors are to be sought and each teacher with the others decides what his or her special contribution shall be.

The use of a chart posted on the teachers' bulletin





board acquaints the faculty with areas which are being studied at various times and levels and, here, there is an opportunity to see where overlapping occurs and integration, which is often time saving in the end, may take place.

The desirability "wholeness" in an integrated experience brings to the fore the matter of guidance by one head or small group in order to keep from going back to the routine of the chopped up program. Not only is planning carried on by a group of teachers but teacher-pupil participation is part of this program.

Some of the things to keep in mind in working out this procedure are to:

- "1. Define purpose
2. Choose a topic or topics which will help in achieving purpose
3. Discover the methods of work which will be most efficient in accomplishing the purpose
4. Find and use the materials necessary
5. Develop the most effective forms in which to present the results of study and experience
6. Evaluate and make new plans on the basis of this experience." (18)

Activities are definitely part of an integrated program and must be planned for in larger units of time. Science and home economics laboratories lend themselves to experi-

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(18) Giles, H. H., McCutchen, S. P., and Zechiel, A. N. Exploring the Curriculum. New York: Harper and Brothers, 1942. P. 111.





mental and active participation when of value and a work-room in which projects in process of construction may be left unmolested until completed is a real necessity. The art studio and shop are other places where expression and application of principles studied can be carried on and time and opportunity for this should be given. Another outlet and a real outgrowth of a good integrated unit is often in the form of dramatization and an assembly program often is the culmination of an integrated unit. This does not mean the end by any means, as the very act of pulling together loose ends in a good presentation will present other problems which later may be an outgrowth of this.

Cooperative and democratic planning and sharing may even extend to alumni and parent groups. This may also bring into the curriculum the use of guest speakers, interviews, excursions and trips which might otherwise be overlooked. This procedure opens up methods often outside of ordinary classroom procedure. It often makes for more democratic discussion in a group leading perhaps to a seminar, a panel discussion or an open forum. It stimulates the use of current material such as newspapers, magazines and pamphlets, as well as, books outside of text.

On the administrative side, if there is to be an integrated program of real value to the students, there are several generalizations to be observed. The schedule must be somewhat flexible with cooperative class work on the





unit or problem under consideration. A period of 40 or 50 minutes is too short if project or activity work enters in and the use of a double period, a combining of the periods of two teachers, or the free use of study periods must be allowed. Again, if this work is to continue to be of value, especially in relation to life problems, a continuity of teaching personnel is important over a period of years.

The sizes of groups and classes is very important since counseling, conferences and close personal relationships with students are part of an integrated program. Again, in order to have sequence or plan it is necessary for a teacher to be scheduled to one group for more than one year, preferably two or three, with class membership maintained as constant as possible.

The other side of integration is when conflicts arise, often through lack of whole faculty cooperation or participation. This may come from jealousy, a sincere feeling that one's own subject is more or the most important, or that subject matter must be covered within a time unit. Sometimes there is too much overlap or, on the other hand, an attempt at correlation that is strained. The administrative machinery may be inadequate with lack of time given for conference and interchange of ideas, as well as, little or no flexibility of schedule.

However, if subject matter and administrative policy



lends itself to integration some of these objections may be overcome by good leadership. Objections may be broken down, perhaps, somewhat slowly until a really worthwhile integrated program may be established. Weighing of "pros and cons" is always necessary in any progressive school program. Reports given later on such a program will show how this has been accomplished on one school.

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CHAPTER IV.

Survey of Homemaking Courses in Integrated  
or Unified Curriculums

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## CHAPTER IV

### SURVEY OF HOMEMAKING COURSES IN AN INTEGRATED OR UNIFIED CURRICULUM

Much experimentation on correlation has been going on at the secondary school level. Some of the earliest work included home economists in original planning groups and introduction of homemaking was made in a minor way such as camp cooking in a recreation unit, a study of food in relation to buying in the community, or nutrition in a health unit. In other school programs home economics teachers were asked to help economics teachers on factors of buying and social science or English teachers with material on family relationships for introduction into units in those fields.

At present, home economics teachers are members of planning groups in a number of schools especially in relation to units on consumer education and social relationships. Programs of recent national and regional meetings show increasing concern for home and family life education and homemaking teachers have been drawn into these discussions. "Home economics draws heavily on social and natural sources and art offering one of the best avenues





for making functional use of materials from these fields."(19)

A survey of courses of home economics in core and unified studies shows the following results. A home living core has been developed by the special fields of science, art, music, health, industrial arts, and home economics by teachers and principals in the junior high school at Aberdeen, South Dakota. This was done by means of conferences throughout two school years with the decision to place greater emphasis on everyday activities, especially those pertaining to home life. "In building the core curriculum an attempt was made to find out the immediate needs, interests, and concerns of the pupils. Parents and teachers, other than those working on the core, were consulted about the attitudes, appreciations, habits and skills which they in their broader experience considered desirable. Living in a democratic school society seemed a partial answer as how to educate for living in a democracy, and students were given the opportunity to participate in planning, carrying out, and evaluating classroom procedure. The needs, interests, and concerns of these pupils resolved themselves into the following large headings: immediate and personal; the pupil and his family; the pupil and his family in community life." (20) In organizing the work,

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(19) Spafford, Ivol. A Functioning Program of Home Economics.  
New York: John Wiley and Sons, Inc. P. 35.

(20) Ibid. P. 166.





core units have been worked out dealing with large experiences. The content and activity of these were planned cooperatively but the responsibility for the teaching of a unit was delegated to a core teacher who may be drawn from science, industrial arts, home economics, or art. This has been scheduled for two hours daily.

Fine and industrial arts and home economics united to develop a core program around the topic, "the home today," for eighth-grade boys and girls at the University High School, University of Minnesota. Children met daily with teachers from these three fields for a sixty-minute period daily throughout the year. The work was intended to present an overview of those aspects of the home which were interesting and educational and were of value to a student at this level. The objectives of this unit stated briefly were as follows:

1. "To become familiar with types of home planning, exterior design, interior furnishing and landscape development as they relate to the home.
2. "To be able to apply facts and principles in the design, construction, and evaluation of the house, the interior furnishing, and the landscaping of the home.
3. "To see the possibilities of improvement in home surroundings." (21)

Three large problems, planning the home, the interior of the home, and the landscaping the home, were set up.

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(21) Ibid. P. 163.



and which have been reported as being the most

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The major work of the first was carried by the industrial arts, the second by home economics, and the third by art.

A different approach to coordinating work of this type in these three areas was evolved at the Stout Institute, Menominee, Wisconsin. Teachers who were interested in integration had been trying to determine the contributions from the fields of home economics, industrial arts, and fine arts that had values functioning in the daily lives of boys and girls in the seventh grade. Units were built around problems in the home. For example a unit was built around celebrating holidays in the home; another on the health problem with emphasis on food and nutrition; and a third on wholesome adjustments to group living. "It is hoped that social interests on the part of the pupils will be stimulated by these experiences which are common to both boys and girls so that later in the eighth grade problems for study may be organized around community living. . . . This unit as well as many others has great possibilities for unifying the arts." (22)

In the Ohio University School home economics is part of a core program using all fields. For the first year the problem of furnishing the home economics department gave a practical outlet for this group, and in the second year a

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(22) Ibid. P. 165.





social room was decorated and furnished. Other units which used the study of food, clothing and housing centered around the topic, "A Study of our United States," and a study of food under the general theme, "What Uncle Sam Does for Us." Other units in which home economics played an important part were: the feeding of people in Columbus, the housing, feeding, and clothing of people in other parts of the country, and hospitality and social relationships in the school and community.

Denver has developed core work in the junior high school along the lines of personal and community living. Emphasis in personal problems is on the ability to do and make things in terms of an activity program. All teachers contributing to a core group meet two or three times a week for planning and conferences.

In the seventh grade, Roosevelt High School, Des Moines, there has been developed a core program at that level. Teachers of English, social studies, mathematics, art, home economics, and industrial arts agreed upon general objectives. A course entitled, "Community Problems of Living," which has been taught by home economics and English teachers may become the basis for a ninth grade core. "There are many possibilities and a challenge in this core program that should drain into its content more of the arts for the enrichment of the lives of these



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students." (23)

An experimental core program was started in Altoona High School with four sections of tenth grade students. This was designed to meet the needs of students so that they could live cooperatively in a democratic society. The course was called "Everyday Problems" and was given two fifty-minute periods per day. A group of four teachers representing social science, natural science, home economics and English analyzed the common needs of high school sophomores and after careful consideration the following units were chosen: "Orientation to the New School, Family Relationships, Consumer Problems, Communication and Conservation of Human and Natural Resources." (24) These were not teaching units as such, but units from which a teacher could get suggestions for development of problems to meet the need of students. This was carried out by means of pupil teacher planning and a revolving program by means of which groups moved from one teacher to another as units were completed. Testing was used at the end of the year to be used for individual guidance and planning for future work. Experts in various fields outside of the

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(23) Ibid. P. 174.

(24) Progressive Education Association Publications, Adventure in American Education, volume V. Thirty Schools Tell Their Story. New York: Harper and Brothers, 1942. P. 13.

The experimental work, which has been in progress since 1937, has been directed towards the study of the effects of various factors on the development of the embryo. The results of these experiments are being published in a series of papers, the first of which is entitled "The effect of temperature on the development of the embryo". The second paper is entitled "The effect of the concentration of the medium on the development of the embryo". The third paper is entitled "The effect of the pH of the medium on the development of the embryo". The fourth paper is entitled "The effect of the oxygen concentration on the development of the embryo". The fifth paper is entitled "The effect of the carbon dioxide concentration on the development of the embryo". The sixth paper is entitled "The effect of the light intensity on the development of the embryo". The seventh paper is entitled "The effect of the light spectrum on the development of the embryo". The eighth paper is entitled "The effect of the light duration on the development of the embryo". The ninth paper is entitled "The effect of the light intensity and spectrum on the development of the embryo". The tenth paper is entitled "The effect of the light duration and spectrum on the development of the embryo". The eleventh paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The twelfth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The thirteenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The fourteenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The fifteenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The sixteenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The seventeenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The eighteenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The nineteenth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo". The twentieth paper is entitled "The effect of the light intensity, spectrum and duration on the development of the embryo".

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school were called in and trips and excursions used when possible.

The course Household Arts at the Fieldston School in New York was provided with the opportunity to develop and expand a course on "Home and Community Problems". The interests and needs at various age levels were the following: "Child Development, Health and Nutrition, the Individual and the Community." (25) Close relations between this department and other departments have developed well rounded and integrated courses.

At the Radnor High School in Wayne, Pennsylvania, a program on building a community made for a core or integrated program. This was developed through becoming aware of a community, planning the physical aspects of a community, planning the economic life, and becoming aware of the interrelationship of our community to the world. The home economics contribution was important in carrying on topics for discussion when practical problems arose and aiding pupils in making decisions when they had the necessary understanding.

At the Beaver Country Day School in Chestnut Hill, Massachusetts, the social studies were made the center or the core for chronological organization. Much correlation

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(25) Ibid. P. 271.





has been carried on with English, music, drama and the arts including homemaking which came under the arts program in the eight year plan. "In the field of homemaking there is much opportunity for relationships with other subjects. Costumes are designed and made for drama and assembly productions; correlation with social studies, English, science, and art are frequent; and the work is planned to broaden the pupils' outlook on life and its problems rather than to emphasize skills only." (26) More will be told about integration at the Beaver Country Day School in a later chapter.

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(26) Ibid. P. 67.



CHAPTER V.

Units of Work in Integrated Courses at the

Beaver Country Day School

Homemaking in the arts program  
in the eight year study

Homemaking and social studies  
in the Junior High School

The Victory Course in the  
Senior High School

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## CHAPTER V

### UNITS OF WORK IN INTEGRATED COURSES AT THE BEAVER COUNTRY DAY SCHOOL

To return to a previous definition of integration:

"Pedgogically, integration is used to describe a teaching procedure which relates varieties of subject matter to units of study or to problem-solving situations." (8)

Homemaking can be used as an integrating force since it is concerned with problem-solving situations, particularly, pertaining to home and community living. "If education for home and family is important it seems highly desirable to get the materials used in as many places as possible. This does not mean that home economics will have no program of its own, but rather, that it will be a part of the large educational program instead of a special subject for a small select group." (27)

The headmaster and faculty of the Beaver Country Day School were aware of the importance of integrated courses and opportunity was given both in the lower and upper schools to the teacher in homemaking and other subject

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(8) See Page 7..

(27) Spafford, Ivola. Fundamentals in Teaching Home Economics. New York: John Wiley and Sons, Inc., 1935. P. 8.



fields to develop units when of value to the students.

Miss Voorhees, the Head of the Lower School, gave every opening possible for integrated work and there was a strong feeling of unity and working for the common good throughout these grades. In the elementary school more contacts between teachers are natural and easily arranged as there is less time scheduling and greater freedom of activity. Cooking may even start in the first grade when the children as individuals of an Indian Community make corn bread and squash pudding as typical foods of that civilization. Other correlations at this age may come through the study of food sources in geography, American handicraft in American history, and money management in arithmetic. This may be done by means of laboratory work, combined field trips, movies, reports, exhibits and combined planning of teachers of home room and departments. The Christmas workshop for the Red Cross was the high point in the year when mothers, fathers, teachers, and children worked together on toys to go to nursery schools, overseas, and to institutions where such things were needed. For weeks every available spare moment was put to use in classroom and laboratory. One evening was open to parents, teachers, and children with the cooking classes contributing sometimes a hot dish, sometimes a dessert. This culminated in a Christmas assembly at which the results of cooperative ef-





fort were displayed and then packed for their destination.

As soon as the child can handle equipment in the food laboratory she should be introduced to the art and science of cooking. Not only, is she interested, but also, skills are developed and a process which goes on in the home and which is taken for granted is brought to her level. A respect for skill and an appreciation of the work involved in meal preparation in the home is developed. This work started in the fourth grade.

In the fifth grade cooking was carried on but a real interest in basic food habits which is awakened at this time was made use of. Questions in regard to the school luncheon arose and were answered. This was closely correlated with the excellent health department of the school under the supervision of a school physician and dietitian.

Sewing was taught in the sixth grade and here a correlation was made with the science unit based on the study of textiles, and with the art department in choice of clothing.

An example of an integrated project follows in the form of "Class VI Takes a Trip".

"WHERE?

To the First National Store on Hammond Street

HOW?

On foot because it was within walking distance and because we wish to know the immediate neighborhood





## WHY?

1. To buy food for class Five's cooking class for a luncheon
2. To provide actual use of money
3. To give first-hand experiences in selecting foods
4. To learn something about the cost of foods

## RESULTS?

1. We took part in a cooperative experience to help another class
2. We discovered how scales are used
3. We discovered a practical use for fractions
4. We learned how to make out bills
5. We learned why bills should be receipted
6. We worked out the cost of the dinner for all and for one person
7. We discussed comparative prices of restaurant meals and those cooked at a home
8. We learned something about the right kinds of food to buy
9. We discussed the values of chain stores and independent grocers

Our next step is to plan the food that a family would need in one week. Then, to find out about costs, we are going to an A & P Super Market. We shall, also, continue our discussion of chain stores and their place in our lives."

In the upper school homemaking was required in the eighth grade and was an elective either as a minor subject of practical work in food or clothing or as a major subject of homemaking. The minor was given only once a week in a period varying from forty-five minutes in the senior high school to sixty minutes in the junior high school. Because of limited time emphasis is put upon basic principles, skills, and techniques in foods and clothing. In order to make the





classes aware of the broader aspects of homemaking, integrated study with other subject fields has been carried out.

Examples of this are:

1. Art

- a. The application of basic art principles of line and color to food, clothing and home decorating problems.
- b. The use of skills in art in drawing and painting pictures of garments to be made, in personal analysis problems, and in projects in clothing and homemaking classes.

2. Mathematics

- a. Problems in cost of food, clothing, housing, and other consumer problems.
- b. Money management and budgeting.
- c. Graphs made of food elements and one hundred calorie portions for use in food classes and victory courses.
- d. Talks given in mathematics classes by home-making teacher on calories, and measurement of food elements so that classes would have understanding of problems in making graphs.
- e. Use of accurate measurements in clothing construction and other homemaking problems.

3. Science

- a. The use of homemaking equipment for study of science in the home.
- b. Scientific devices in the home and their use and care.
- c. The need to keep up to date on scientific discoveries creating greater comfort and more leisure in the home.

4. Drama

- a. Skills and techniques in sewing applied to remodeling and making new costumes for productions.
- b. Use of sewing room and equipment under supervision of chairman.
- c. History of costume in relation to period and setting of productions.



5. English

- a. Reporting of trips.
- b. Projects on food, clothing, and housing, when studying Elizabethan or historical periods.
- c. Research papers on housing or other interests developed in study of homemaking.
- d. Appreciation reading dealing with home situations and parent and child relationship.

6. Health Department

- a. Relation of food and nutrition to health especially emphasized in course called "Science and Adjustment" in the Junior High School and the "Victory Course" in the Senior High School.
- b. Hygiene of clothing, personal hygiene, and good grooming.

7. Social Studies group as foundation for social living

- a. Study of the family.
  - b. Study of shelter, food, and clothing as a major problem of peoples in the past and present.
  - c. Use of cooperative trips in visiting food plants, clothing manufacturers, and stores.
  - d. Cooperative assembly growing out of large area of integrated study.
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### Integration in the Arts Program

During the eight year plan homemaking was a part of the Arts program. There were two reasons for this, namely, that not all of the schools gave homemaking as a separate subject, and that primarily homemaking is an art as well as scientific in nature. Are there ever two or more people dressed identically alike (barring twins); are any two homes in the world alike or even similar except for basic trends; is not the preparation of food creative in that beauty and social values are as much the part of a meal as nutrition?

The Arts Departments of Milton Academy, the Winsor School, and the Beaver Country Day School worked together in a committee of which I was a member. The following arts were represented: drama, dance, music, visual arts, and homemaking. In all of the statements made in regard to the arts the five fields noted above are included. The following statements were finally decided upon after many meetings and much discussion.

"One of the greatest satisfactions that man can enjoy is the consciousness of using to the full his particular abilities for his own good and that of others.

The aim of liberal education is to develop in a student all sides of his nature in order that he may gain possession



of all his powers, and, more important still, may discover what are the best ends to which he can use them.

The physical side is important, because a sound body is man's first need, and physical activity yields its own satisfactions.

Intellectual power is important, because the joys of using the mind are higher, keener, and more lasting than those of the body.

The emotional side is important, because a man who is starved or unbalanced in emotion is a miserable and unhappy creature.

The spiritual element is important because the man who is rightly developed in spirit has the supremest joy of all, one that crowns all others, because it directs them, and at the same time gives them meaning and value.

Of the subjects usually included in school studies, the greater number are used with the avowed intent to develop the students' power of intellect, with emotional and spiritual experiences thought of as by-products, and valuable ones. To learn to think clearly is their chief aim, and a high one it is.

Two periods of American life, the earlier Puritan age and the later, materialistic era of 'rugged individualism' have passed away, leaving us to realize that we have neglected the education of our emotions and spiritual qualities,



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with disastrous effect on society.

We who teach the practice and appreciation of the arts of painting, sculpture, dancing, music, writing, home-making, and dramatic production believe that these subjects should be included in a school curriculum for several reasons. First, because, by their own peculiar disciplines they strengthen the same powers that other studies help to develop. Secondly, because they add new meaning to the traditional academic subjects, helping to interpret and illumine not only the languages and history, but the sciences as well, linking them in a common bond. Lastly, because we believe that the arts add something of inestimable value that other subjects do not give. The enrichment of a man's life by art in any of its forms, alone or with other people, is quite literally immeasurable by any yardstick. No test or questionnaire could be devised that would disclose what a man gains from the sincere and intelligent enjoyment and practice of music or drama, painting or pottery. What ideals they have implanted! What values they have instilled! What beauty and balance they have lent to the art of living.

The Arts Departments of Milton Academy, The Winsor School, and The Beaver Country Day School make the following statements concerning the place of The Arts in the curriculum. These statements were developed from five points





which we found to be common to all the departments, and are based on the general philosophy stated above. The following arts are represented: Dance, Drama, Homemaking, Music and the Visual Arts.

Important note: Throughout, when reference is made to "the arts", the term includes the five fields of art noted above.

We agree that the arts should be included in the curriculum of a school because they offer the following general advantages which we believe are not always as effectively provided by other subjects.

I. The arts offer inestimable value, not only in their own right as subject matter, but as contributions to the fuller development of the individual. They are channels through which the individual can discover significance in life because of greater physical, intellectual, emotional and spiritual development.

A. Physical development is achieved through the arts because:

1. Work in dance, drama and music particularly develops freedom of bodily expression resulting in ease of bodily control.
2. Any achievement in the arts demands that the student master certain technique and skills which in turn develop muscular coordination and dexterity.
3. Modern psychologists are aware that, in the prevailing tension of modern life, the creative use of the hands is both the preventive and the cure of nervous disorders.





B. Intellectual development is achieved through the arts because:

1. The student soon learns that if he is to speak creatively at all, he must have something worth while to say.
2. Successful creative expression demands the ability to select materials and organize them into a whole, a process highly intellectual as well as emotional.
3. Though likes and dislikes are partly emotional, intelligent criticism demands that they must be analyzed to some extent. Therefore, the student of the arts who is continually called upon for criticisms must develop his analytical thinking to a high degree.
4. Creative work calls for sensitive flexibility and ease in making adjustments, not only to other workers in a group project, but because the subject on which the student is working is constantly changing its form.
5. The appreciation of more than one art demands of the student a unification of thought which cannot be accomplished without good, clear and sound reasoning.

C. Emotional development is achieved through the arts because:

1. A knowledge of the arts as a whole, or even in part, deepens and widens the student's appreciation of the beauty to be found in the past and in the present, in nature as well as in art.
2. There is an ever-present joy which goes hand in hand with creative work.



D. Spiritual development is achieved through the arts because:

1. The arts deal with the highest and most beautiful that mankind has to give. When the work of an artist or author is dealt with, the student is asked to share in that intangible thing which we term inspiration. When the student creates for himself, he may actually experience the spiritual exaltation which inspiration and fulfillment bring to the creator.

II. The practice of the arts forces the student to realize that freedom of creative expression must necessarily be achieved by the confident use of technique.

III. In an age when the spirit of competition is gradually yielding to that of cooperation the arts offer unusual opportunities for students to work together as a group. Perhaps the two most outstanding benefits to be gained from any communal activity are initiative and cooperation.

IV. The arts are and always have been of extreme importance and value to the world. Therefore, it is not only our duty but our privilege to add to this wealth what little we may through the discovery and the encouragement of talented students. Such encouragement will be of unquestionable value to the individual and may well be of significance to society.

V. We agree that if the arts are to be offered in the curriculum of a school, their presentation should be so organized that the students have ample opportunity actually to participate in them. We feel that through the participation in the arts, their understanding and meaning is clarified to the student as in no other way." (29)

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(29) The Committee on the Arts: Milton Academy, The Winsor School, The Beaver Country Day School. April, 1940.





The Place of Homemaking in the Curriculum  
and  
Its Contribution to Other Subject Fields

Homemaking in its truest sense is the art of living creatively in practical everyday situations. Where can a child more fundamentally establish his standards for beauty than in the home? These are necessarily set for him by his immediate surroundings and his love of line, color, design, music, and literature comes from his everyday associations and through parental guidance. Training in homemaking takes this into consideration, and gives a foundation in these arts.

Homemaking as an art experience is a channel through which the individual can discover significance in life because of greater physical, emotional, intellectual, and spiritual development.

1. Physical health is stressed in homemaking. Muscle coordination and dexterity are outgrowths of the mastery of skills and techniques. These aid in a greater freedom in the use of the body and in an ease of body control which frees one from self consciousness.

2. Emotional balance is closely related to mental health and homemaking is an outlet for many people, some of whom have no other contact with the arts. A feeling of



security and success comes from the joy of creating a beautiful home, not only for oneself, but also, for others. Sharing with others is a true characteristic of homemaking which leads to unselfishness, an important quality in the right emotional development.

3. Intellectually, homemaking calls for flexibility and adjustments as certainly a homemaker is called upon to meet emergencies, and not only solve problems for herself, but for the family group.

4. Where is there a greater chance for spiritual development than in the right type of home, where ethical standards are high, and inspiration may come from carefully chosen associations?

Integration of art as a subject and homemaking has always been strong. Basic art principles of line and color are studied in relation to clothing, home building, furnishing, and decorating problems. Some of the objectives in the homemaking department as stated are:

1. To develop an appreciation of homemaking as an art and profession.
2. To develop an appreciation of the applications of art principles to practical situations in terms of home decoration and clothing selection.
3. To teach how to use skills and techniques efficiently and creatively.
4. To develop an appreciation of the creative side in planning and designing in order to express individuality.





A fuller report on how this was done and the results obtained will be discussed in the chapter on evaluation.

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## Integration in the Social Studies Program

The integrated unit with social studies outlined on P.33 was carried on in the following manner. The social studies teacher and science teacher presented material on solving the four major problems of existence, namely food, clothing, shelter, and protection in the past. The pupils started with the creation of the universe and continued the study through the cenozoic epoch, the ancestors of man, early man of the Old Stone Age, the Transition Age and the New Stone Age.

In a notebook on "Ancestors of Man", kept by Susan Black of the Junior II class, these notes on food and clothing were recorded. "How Early Man Solved the Four Major Problems".

### The Neanderthals

Food - they killed their food such as animals and they searched for some of it as berries, roots.

Clothing - they used the skins of animals.

### The Cro-Magnon People

Food - they killed and trapped animals and caught fish, gathered berries and roots.

Clothing - they used the skins of animals decorated with shells. They sewed with bone needles.





### The Old Stone Age

Food - man advanced from the gathering stage to the hunting stage. He learned to improve his food by roasting it over a fire.

Clothing - man learned to skin the animals he killed and to sew the skins into garments. He began to use necklaces and other ornaments of skin and bone.

### The New Stone Age

Food - man advanced to the food growing stage. He learned to domesticate animals such as pigs, sheep, cows and goats. He learned how to terrace hills.

Clothing - man now learned to grow flax and to weave cloth. From flax he wove lined cloth and from sheep's wool he spun and wove woolen cloth. Man made better necklaces and learned to weave beautiful belts and made slippers. He also learned to dye cloth.

In order to make the problem real to eighth grade girls these four problems were studied in the present with emphasis on solving food and clothing problems in their own environment.

This was done by careful planning between the teachers in the two subject fields of social studies and homemaking. Conferences were held, outlines prepared, and trips were planned. The English teacher was consulted on the writing of reports and dramatization when it grew naturally out of the problem. Other departments such as science, art, and mathematics were utilized when and where they had contributions to make or when subject matter from these fields could be used by the pupils.



Each division of this eighth grade group was divided into two groups, one to study food and one to study clothing, and individuals of each group presented their findings to the entire class. This hour was to be used as a reading, writing, discussion and a work period.

Homemaking classes in foods and clothing were held, also, once a week and here practical problems of making clothing and preparing and serving foods were studied along with clothing and food selection.

The first approach to the modern problem was made by the students making a very careful outline on foods.

#### Food - A Major Problem

1. How food reaches our tables.
2. The problems involved.
3. Solutions to the problems which we as consumers can help with.

#### History of Food

Prehistoric man	- searched for natural food
	learned to plant
to	domesticated animals
	discovered means of transportation
Present day man	- more than half population raise
	little or none of food supply
	food bill is 22% of total
	national income, and twice
	clothing, smaller than shelter

Changes affecting food

- From rural to urban life
- New types of markets
- New information on dietary needs
- New foods and prices
- New methods of handling foods and transportation





### Who does the buying?

Women make 80-85% of total purchases

Women buy 75% of groceries

17	by men
5	by children
4	by all together

### Budgets

Food  
Clothing  
Shelter  
Maintenance  
Savings  
Recreation

### Proposed Projects

Plan a meal  
Source of the foods

A. Trip that one food makes from source to our table

B. Sources of information about foods

1. Advertising
  - a. magazine - nature of appeal,  
accuracy of statement
  - b. radio - reliability, indirect advertising or unbiased information?
2. Labels
  - need for specific data, check  
on meaningless terms
  - limitation of statements  
(study of canned goods labels)
3. Manufacturer
4. Government bulletins and reports
5. Private organizations and their approval

C. Buying

1. Buying habits
  - observation of people buying
2. Large and small quantity buying
  - price per pound of certain foods in  
various quantities, package and bulk
3. Brands
  - price of item by various brands in  
several stores



## Proposed Projects (continued)

### C. Buying (continued)

4. Types of one food offered  
    example corn or pineapple
5. Obligations of consumer  
    when to buy  
    how to buy
6. Weights and measures  
    what are state and local regulations?  
    how can you protect yourself?

### D. Where to Shop

- criteria in judging store
- store to fit your needs
  - independent
  - chain
  - cooperative
  - pedlar
  - delicatessen
- choice based on
  - Do you wish to buy cheaper?
  - Do you need advice?
  - Do you wish services?
  - Do you feel they are reliable?

## I. History of Food as a Major Problem in Living

### A. Prehistoric man

1. Old Stone Age
  - a. gathered food
  - b. hunted food
  - c. cooked food over fire
2. Transition Age through New Stone Age
  - a. Hunted food
  - b. Fished
  - c. Raised food
    - (1) Domesticated plants
    - (2) Domesticated animals
  - d. Stored food

### B. Present day Man

1. Food
  - a. Variety
  - b. Source
    - (1) Locality
    - (2) Farm
    - (3) Factory





B. Present day Man (continued)

2. Procuring food
  - a. Producer
  - b. Wholesaler store
  - c. Retail store
3. Factors in Evolution
  - a. Transportation
    - (1) Ship
    - (2) Rail
    - (3) Truck
  - b. Discovery of New Foods
  - c. Methods of Processing
    - (1) Frozen
    - (2) Vacuum packaging

II. Solving the Food Problem at the present time

A. At Beaver Country Day School

1. School luncheons
2. Mid-morning lunch
3. Food classes

B. At Home

1. Meal Planning
2. Buying
3. Storage
4. Preparation and serving

III. Learning to Solve Our Food Problems

A. Trip to Store

1. Whole sale store
  - a. Plant
    - (1) Size
    - (2) Light
    - (3) Ventilation
  - b. Personnel
  - c. Types of food
  - d. Organization
    - (1) Receiving orders
    - (2) Storage of food
    - (3) Filling orders
    - (4) Delivery
    - (5) Billing

IV. Our Responsibilities in Regard to Food Today

A. To be aware of good nutrition

1. Food sources
  - a. To utilize this in planning and preparing family meals



#### IV. Our Responsibilities, etc. (continued)

##### B. To be aware of community needs

1. To be able to assist in emergency feeding if necessary

##### C. To make wise selections of food for money spent

1. Food budget
2. Base selection on nutritional values
3. To know quality so as to prevent waste
4. To know amounts so as to prevent waste
  - a. Units of purchase
  - b. Size of cans
  - c. Package versus bulk
5. To evaluate stores
  - a. Independent
  - b. Chain
  - c. Self-service

##### D. To take care of food properly

1. Refrigeration
2. Storage
3. Preservation
  - a. Canning
  - b. Dehydration

##### E. Preparation

1. To conserve food values
2. To conserve fuel
3. To conserve time
4. To make attractive
  - a. Color
  - b. Flavor
  - c. Texture
  - d. Temperature

#### V. The effect of the War upon our Food

##### A. Stores

1. Transportation to store
2. Sources of foods
3. Delivery to consumer
4. Packaging
  - a. Vacuum packing
  - b. Cans
  - c. Paper and cardboard  
Egg boxes
  - d. Frozen foods





## V. The effect of War, etc. (continued)

### B. Homes

1. Buying practices
  - a. Amounts
  - b. Rationing
  - c. Substitutes
  - d. Carrying parcels
2. Cooking
  - a. Conservation and waste stoppage
  - b. Care of stoves - priorities
3. Storage
  - a. Refrigerators
    - (1) Priorities

They then used the interview method with their parents, teachers, and others who could help them solve these modern problems. Results of those interviews with parents on the food situation were reported as follows:

1. Most families had food allowances and kept within the amounts planned.

2. Some mothers planned the menus with the cook, made a list of the food needed and ordered it by telephone every other day, twice a week or once a week. Other mothers did their own marketing and cooked the meals.

3. Storage was considered and most of the homes had ample refrigeration and a good dry storage place.

4. Stores were selected on the basis of quality of products, reliability, price comparison and sanitation.

Loyalty to an independent grocer was mentioned in



one case, nearness to country produce in another, and one group was practically self-sufficient, with its own herd, pigs, gardens, and small fruits.

5. Planning meals for nutrition and cooking to preserve nutrient values was important and one family had recently acquired a pressure cooker in order to save time, gas, vitamins, and mineral content.

The next interviews were with the homemaking teachers and the dietitian at the Beaver Country Day School as to how the food problem was solved there. These reports show:

Foods and cooking were taught in the fourth, fifth and eighth grades and was an elective minor subject in the Senior High School.

The objectives of the courses were in terms of:

- I.      Marketing
  - A. To develop a more thoughtful attitude toward buying by studying
    - 1. Some points of choice in the selection of foods
    - 2. Planning meals with cost in mind.
- II.     Meal Planning and Nutrition
  - A. To develop an understanding of the principles of nutrition through
    - 1. A study of food needs and uses in the body
    - 2. Work in meal planning and selection.
- III.    Cooking Principles
  - A. To develop an understanding of cooking principles through
    - 1. Cooking and meal preparation
    - 2. Studying related principles and comparing results.





3. Finding reasons for unsatisfactory products and judging foods.

- IV. Work Habits
  - A. To develop efficient work habits
- V. Food Sources
  - A. To give a knowledge of some of our common food sources through
    - 1. A study of the source, growth, and preparation for market of some of our common foods.
- VI. Care of Foods
  - A. To give an understanding of the care of foods
- VII. Cooking of foods was for a luncheon to be served during the luncheon period, for teas, parties, or the food was taken home for consumption.
- VIII. Cooking was correlated with other subjects when possible.

The solving of the luncheon and mid-morning luncheon problem at Beaver was reported on by a student in the following manner:

"THE FOOD PROBLEM AT BEAVER

"You probably don't think about the food you eat at school here. It is a complicated and interesting problem.

"Miss Davis, the head of the kitchen and cooking, has a lot to think about before buying food for us. She has a budget she has to keep within. If a first course is very expensive the last course would have to be cheap. Besides expense, as one of her problems, quality is also very important. The question of service also matters a great deal. Faneuil



Hall, where she buys her meat, fruit, and fresh vegetables delivers the food which she orders for a week at a time. At this place she can get it wholesale which is much cheaper. S. S. Pierce, where she buys her canned foods is the cheapest and has the best quality of any place she can find. This store also delivers, which is an essential thing to big wholesale buyers such as Miss Davis.

"The milk and dairy products are bought at Whitings and at Coolidge Corner we buy our fish. Of course all of the things we buy are charged.

"After all this food arrives it either goes into the combined ice-chest and pot-and-pan room, or it goes to the down-stairs storage room. From this storage room, in the morning, the dry and canned goods are brought up in crates to be used that day at lunch. The eggs and oranges are also bought by the crate, while the butter is bought by the tub.

"When Miss Davis makes a menu for one week, a lot of things have to be taken into consideration. Besides expense, looks count a great deal. Texture and taste also count a lot. One can't begin the meal with something sweet and one can't have a whole lot of different flavors that don't mix well. Miss Davis also has been told by the doctor of the school that fried foods and any rich foods are not allowed to be served. Of course the meal has to be full of vitamins and has to have meat, fish or cheese, green or yellow vege-





tables, starch and a salad, besides a dessert for the last course. For the lower school, Miss Davis is not allowed to serve corn, cake, and any other foods that are hard to digest. From this she has to make menus a week at a time.

"In the kitchen, there are many electric conveniences such as a mixer, and a dish washer. There are two main gas ovens and also four more gas ovens, one on top of each other. Out in the adjoining room, there is a steam table.

"On this table and in it you can warm plates and anything else needing to be warmed. Around the room there are dozens of shelves and cupboards which are all inhabited by one particular thing or things.

"The food left over from the two meals that can not be used for another day is given to the maids.

"From this detailed situation, the school has decided that \$.85 a day is sufficient money to pay for the meals eaten. No professor is required to pay. Although you may think it expensive, it really is the best price when you take into consideration the cost of meals and maids today."

Another approach to solving the food problem at Beaver was by means of a correlated project with the mathematics department. A study was made of the daily food requirements, stressing vitamins and minerals for health and growth and a day's menu was planned and checked by the nutrition yard-



stick. This was done in time given to the homemaking teachers by the mathematics teacher from her schedule. Then bar graphs, circle graphs, and pictographs were made showing distribution of these nutrients and their relationship to menu-planning.

From these interviews and projects it was seen that the problem of food was a complex one in a modern world and that man had become very dependent, one upon another. In order to learn how to solve our immediate food problems a trip to S. S. Pierce Company wholesale and retail store was carefully planned. One hour was spent with this group discussing the important factors to look for and each girl was made responsible for a report on one important part of this particular set-up. The particular things discussed in relation to wholesale stores were the size, ventilation and light of the plant; the personnel; the types of food; the organization including receiving orders, storage of food, filling orders, delivery and billing; services; preparation of food in the bakery, the sources of foods; and processing and packing of coffee. In the retail store the plant, personnel, type of food, and organization were also studied and selling methods and creating a demand by display and advertising were also discussed. The results of this integrated unit will be reported on in the chapter on evaluation.





Approximately the same methods of learning how to solve the modern clothing problem were used. First of all an outline was worked out by the group studying clothing, again with the homemaking teacher.

## I. History of Clothing as a Major Problem in Living

### A. Prehistoric Man

1. Felt no need for clothing
  - a. Body covered with fur
  - b. Little higher than apes
2. Used skins for clothing
  - a. Wrapped around
3. Sewed skins together
4. Started to decorate clothing
  - a. Sewed on shells
  - b. Wore necklaces
5. Raised material for clothing
  - a. Domesticated plants
    - (1) Flax
  - b. Domesticated animals
    - (1) Sheep
6. Wove clothing

### B. Present day man

1. Textiles
  - a. Fibers
    - (1) Sources
    - (2) Processing
    - (3) Manufacture into yarn
  - b. Materials
    - (1) Weaves
    - (2) Characteristics
    - (3) Uses
    - (4) Costs
2. Style
  - a. Designers
    - (1) Sources of design
      - (a) Cultural heritages
      - (b) Travel
      - (c) Current events



- 3. Manufacture
  - a. Home sewing
  - b. Shops and factories
- 4. Procuring
  - a. Wholesale
  - b. Retail

## II. Solving the Clothing Problem at the Present Time

- A. At Beaver
  - 1. Clothing classes
  - 2. Physical education department
- B. At Home
  - 1. Planning
  - 2. Buying
    - a. Cost
    - b. Quality
    - c. Suitability
  - 3. Care

## III. Learning to Solve our Clothing Problems

- A. Trip to a small wholesale manufacturer
  - 1. Plant
    - a. Size
    - b. Light
    - c. Ventilation
  - 2. Personnel
  - 3. Methods
- B. Trip to a large retail store
  - 1. Plant
  - 2. Organization
  - 3. Personnel
    - a. Training
  - 4. Merchandizing
  - 5. Checking
    - a. Orders
    - b. Size
    - c. Testing
  - 6. Tagging and labeling
  - 7. Selling
    - a. Creating demand
      - (1) Advertising
      - (2) Display
  - 8. Services
    - a. Charge account
    - b. Delivery
    - c. Other services





C. Our Responsibilities as Consumers

1. Knowledge of wise buying
  - a. No abuse of return privilege
2. Personal relationships
  - a. Courtesy
  - b. Thoughtfulness
3. Social obligations
  - a. Decent conditions of work
  - b. Paying bills
4. Emergency aids
  - a. Carrying packages

IV. The Effect of the War on Present Day Clothing

A. Wholesale store and manufacturer

1. Material not duplicated in reorder
2. Limited selection of colors
  - a. More pastels
  - b. Mostly blue shades
3. Zippers
  - a. Limited amount
  - b. Smaller size
4. Buttons
  - a. Wooden, plastic, ceramics
  - b. Not bone or leather

B. Retail Store (typical of most stores)

1. A.R.P. organization
  - 3000 employees - 600 on A.R.P.
  - 12000-15000 people to protect, including personnel of store, customers, people off street
  - Plan - clear top 3 floors of building, vacate old portions of store not of modern steel and concrete construction
2. Conservation
  - a. Salvaging tissue paper, boxes, string
  - b. Fewer deliveries, no pick-up returns
  - c. Advertising
    - Institutional advertisement for prestige

C. Effect on Merchandise

1. Natural fibers
  - a. Silk (practically none for two years) from Japan
  - b. Linen from Ireland, Belgium
  - c. Wool from Australia
    - priority for armed forces
    - (1) why is there a shortage?
    - (2) how much is necessary to clothe one man in armed services?



- d. Cottons - woven on special looms and of special long fibers  
Examples - chambray and seersucker
- 2. New materials replacing the others
  - a. Synthetics
    - (1) Rayon
    - (2) Nylon - limited quantity, used for parachutes
    - (3) Others: vinylite, Koreseal
    - (4) Aralac from casein of milk
  - b. Glass
- 3. Rubber
  - a. Little elastic or lastex
  - b. Girdles of cotton net
- 4. Leather scarcity for
  - a. Shoes
  - b. Gloves

### SUGGESTED ACTIVITIES

- 1. Effect of the War on women's clothing styles
- 2. Effect of war on men's clothing styles
- 3. Care of clothing
  - a. Selection
  - b. Materials
  - c. Stockings
  - d. Shoes
  - e. Repairing
- 4. Effect of war on wholesale manufacturer
  - a. Buttons
  - b. Materials
  - c. Zippers
- 5. Effect of war on 4 Natural Fibers
  - a. Silk
  - b. Linen
  - c. Wool
- 6. New Fibers and Fabrics as Replacements
 

<ul style="list-style-type: none"> <li>a. Rayon</li> <li>b. Nylon</li> <li>c. Vinylite</li> <li>d. Koroseal</li> <li>e. Casein fiber</li> <li>f. Glass</li> <li>g. Mixtures of wool and another fiber</li> </ul>	CONSIDER: (1) Source (2) Use (3) Qualities (4) Care
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7. Labeling
  - a. Wool labeling act
  - b. Information on fiber content
  - c. Information on care
8. What the Retail Stores are doing
  - a. A.R.P.
  - b. Conservation - delivery
  - c. Salvaging
9. What we as Consumers can do  
(See III. C.)
  - a. Hoarding - effect on prices and other people
  - b. Not complaining
    - (1) Learning use of replacements

Then interviews were had with parents, the clothing teacher, and the health departments. Results of these interviews with parents were reported as follows:

1. Many families had clothing budgets and kept within the allowance. Suggestions were made for personal allowances by the girls but very few had a clothing allowance.
2. Clothing was selected from the standpoint of comfort, durability, seasonal wear, suitability to needs, attractiveness and consideration of price which included care and upkeep.
3. Personality was considered in choosing style and color.
4. Some of the girls wore "hand-downs" from older sister.
5. Stores were selected for reliability and often one store and the same salespeople were used.
6. The girls were allowed some say in the selection of their clothes but "mother" usually made the final decision.



7. One English girl gave regulations established by a parent as follows:

- a. A dress, stockings and dressy shoes must be worn to dinner.
- b. No pajamas or house coats were allowed downstairs.
- c. No dungarees were allowed to be worn unless going riding, sailing, or on a picnic.
- d. A hat must be worn to the city.
- e. Blouses must be tucked in slacks or skirts.
- f. A blouse or dicky must be worn under sweaters.
- g. Socks and underwear must be washed every day.

The next interviews were with the homemaking teachers and the health department as to how the clothing problem was solved at Beaver.

This was answered by giving them the following material: Sewing is taught at the sixth grade level and simple garments such as skirts, shorts, jumpers, and cotton dresses are made. It is necessary to teach such techniques and skills as threading a needle, tying of knots, use of the thimble, use of shears for cutting out garments, and the threading and the use of the sewing machine. Selections of garments are made under the supervision of the teacher and must have a written approval from the parent before they may be started. Fashion books are consulted and simple patterns brought out from Boston are discussed basing selection on the skill, experience and the time limit of the pupil as well as, for type. Materials suitable to the pattern, and the types and coloring of the girls are selected from samples brought from Boston. The cost of the garment is worked out before





the buying, which is done by the teacher because of lack of opportunity for the child to actually buy these things for herself. Sketches are made and a record has been kept by photographing the pupil in the finished garment.

At the Junior II level the following objectives are stressed.

#### Aims in Sewing - Junior II

- I. To teach necessary principles and their application to enable a girl to buy suitable patterns and material for a project based on her skill, experience, the time unit, and suited to her type and the occasion for which it is chosen.
- II. To teach sewing skills and techniques to enable her to plan, cut and make a simple wearable garment.
- III. To develop an appreciation of buying fabrics and ready made garments from the standpoint of suitability, durability, and the relationship of price and quality.
- IV. To lay a foundation for the relationship of clothing to health, and selection based on beauty in design and economic values.
- V. To encourage creativeness whenever possible.



Again a simple garment is made suited to the child as to age, occasion, type, coloring, and skill. This particular group went to town and purchased for themselves the patterns and materials after planning carefully in the classroom and making a complete shopping list.

In the senior high school clothing is an elective subject and a broader base of study is given as shown in the following aims:

Aims in Clothing - Senior High School

- I. To teach necessary skills and techniques to enable the girls intelligently to buy and use patterns and material in the construction of simple worthwhile garments.
- II. To stress personal hygiene and the relationship of clothing to health.
- III. To develop a more thoughtful attitude toward the economics of clothing by studying:
  1. Advertising and its use and value in the selection of materials and ready made garments.
  2. The value of sales and so-called bargains.
  3. The relationship between price and quality.
  4. Points of choice in using a clothing allowance wisely.
  5. Sources of valuable information on buying.





- IV. To develop the importance of selection from the standpoint of appropriateness by studying:
1. Line and color in costume
  2. General principles of beauty and suitability as applied to selection of pattern, fabrics, and ready made garments.
- V. To show the necessity of care and repair in relation to good grooming and careful spending.
- VI. To develop an appreciation of the creative side in designing and planning to best express one's individuality.

A self-analysis is made of figure, shape of face, and coloring which serves as a basis for choosing the project and for a carry over into grooming, personality development, and everyday living.

Because clothing is being stressed as a large area of living in the social studies, integration is taking place in the following ways: First by the showing of an excellent film on spinning and weaving with a discussion of the comparison of home spun and machine woven materials. Homespun materials have been brought to school and a collection made showing differences in those done in foreign countries, South America, and in the United States. Last year the fifth grade sheared Ba Ba the pet sheep kept in the "farm-hard" at Beaver. Mr. Crory, the superintendent of the



grounds, superintended the shearing but each girl took the shears and all were interested in seeing the fleece as it came from Ba Ba. Then all of the processes necessary to make a finished piece of material were carried on: scouring, washing, carding, dyeing, spinning, and weaving. A book of photographs was prepared, a film taken, and specimens of the finished product were kept. All of this was shown to this present group and discussed and those who saw some of the work contributed to the discussion.

The next step led to our responsibility as consumers. In order to buy wisely and to be an intelligent consumer one must be able to judge quality, be discriminating in taste, make wise selections for beauty and utility, and know how to care for articles after purchased. Our responsibility as consumers is to prevent improper and unnecessary buying since industry is affected by a created demand and will put on the market inferior goods or good quality depending upon the intelligence of the buyer.

Discussion of the following was carried out in the committee meetings of the group reporting on clothing:

- I. What gives value to goods?
  - a. If they satisfy human needs or wants have they value?
  - b. Are these characteristics of good important as values to you: namely appearance, beauty, quality, style, suitability, becomingness, servicability, durability, comfort?
  - c. What do you consider the most important ones?
  - d. What might your mothers consider the most important?





II. What determines the price of material or a garment?  
Compare initial cost and final or relative cost  
(cleaning, laundering, upkeep, storage, replacement).

III. How are supply and demand controlled?

- a. How does the manufacturer sell his goods to the consumer?
  - 1. What part does display play?
  - 2. What part does advertising play?
- b. Is competition important in manufacturing goods?
- c. How are we to evaluate these and become wise consumers?

In order to learn more about solving our modern clothing problems a trip to a wholesale manufacturer and to Filene's was carefully planned. One-half of each division went by bus to these places and a one hour discussion as to the important things to look for was carried on before the trip. Each girl, as in the food trip, was made responsible to report on one particular part of this set-up and all were made responsible for careful observation as a whole. The particular things to look for were: the size, light and ventilation, personnel, and methods used at the whole manufacturer; the plant, organization, personnel, merchandizing, checking, tagging and labeling, selling and services in the large retail store.

Reports were given to the class by members of this group and organized and creative written work was done in this unit in connection with the English classes. This, again, will be reported upon in the chapters on evaluation.



### Integration in the Victory Course

Another integrated unit which was carried out at the Beaver Country Day School was the Victory Course. The general purpose was to give a course of lectures designed to help students do their part more adequately in services most likely to be useful both now and after the war and, also, to give through these lectures simple, clear information that will help students:

1. To adjust themselves quickly to new situations.
2. To take individual responsibility for becoming more efficient.
3. To help those incapable of helping themselves.
4. To be real assets in their communities.

This course was started as a result of a feeling on the part of the students that they wished to be prepared to do their part in the war effort. There was, also, the feeling on the part of the Headmaster, Mr. Eugene Randolph Smith, that the girls at this time needed a more basic foundation in homemaking and health education. The teacher of homemaking was asked to present an outline of important facts, techniques, skills and principles which would be of value to the senior student body which consisted of the three upper classes.

The health department was asked to present an outline,





also, and both of these were discussed by the entire faculty. From this discussion these questions arose which were discussed by a committee appointed and later settled at another faculty meeting. The questions were as follows:

1. Is this to be a course in home economics, health education, or a combination of the two?
2. If a course in health education, will it meet the standards asked for by the government?
3. Can standards be established which will apply to a large group made up of Senior I, II, III classes?
4. What department or departments will carry the responsibility of the course?
5. How is the course to be staffed?
6. How will the following responsibilities be assumed by the staff - lectures, reference material, visual and illustrative material, bibliography, assignments and corrections?

These questions were discussed and answered in the following manner:

1. It was decided that the course was to be a combination course in homemaking and health education.
2. As far as possible within the time unit the standards set by the government would be met.
3. The course would be given to the entire senior body consisting of classes I, II, III, at the same



time and all would be required to meet the standards of the course.

4. The homemaking and health departments would assume the main responsibility of the course. However, Miss Margaretta Voorhees, the Head of the Lower School, with her staff in the nursery school and kindergarden assumed the responsibility for the unit on child care.
5. The course was to be an integrated unit and members of the faculty, as they were able to contribute, were part of the staff. The teachers and individuals who finally contributed were:

The Head of the Lower School . . . . .	Miss Voorhees
The nursery school teacher . . . . .	Mrs. Homer
The school physician . . . . .	Dr. Moore
The homemaking teacher . . . . .	Miss Sisson
One of the Health Department's staff .	Miss Anderson
The science teacher . . . . .	Mrs. Armstutz
The drama teacher . . . . .	Miss Jenkins
The Chairman of the Junior High School and teacher of the Junior II group . .	Mr. Bassett

Two people outside of the Staff, also contributed -

Mrs. John Cunningham, President of the Chestnut Hill  
Garden Club and Head of the Chestnut Hill  
Garden Club Community Canning Kitchen

Mrs. Virginia Sargent, Nutritionist for the Town of  
Brookline





The schedule of lectures follows:

VICTORY COURSE

SCHEDULE OF LECTURES

<u>1943</u>			
January	6	THE PRE-SCHOOL CHILD Essential Health Habits Food and Rest	Mrs. Homer Miss Voorhees
January	13	THE PRE-SCHOOL CHILD Essential Health Habits Physical Activity	Mrs. Homer Miss Voorhees
January	20	THE PRE-SCHOOL CHILD Pediatrics	Dr. Dorothea Moore
January	27	THE HUMAN ORGANISM	Miss Anderson
February	3	REMEDIAL DEFECTS	Miss Anderson
February	10	BODY MECHANICS AND CONSERVATION	Miss Jenkins Miss sisson Miss Anderson
February	17	No Meeting. Questions handed in.	
February	24	PREPARED ANSWER MEETING	Miss Voorhees Miss Sisson Miss Anderson Mrs. Homer
March	3	SAFETY, ACCIDENTS, FIRST AID	Mr. Bassett Miss Anderson
March	10	SAFETY, ACCIDENTS, FIRST AID	Miss Anderson
March	17	COMMUNICABLE DISEASES, COLDS	Miss Anderson
March	24	MENTAL HEALTH, SLEEP, REST	Miss Anderson
April	7	NUTRITION AND CONSERVATION	Miss Sisson
April	15	NUTRITION AND CONSERVATION	Miss Sisson
April	22	NUTRITION AND CONSERVATION	Miss Sisson Mrs. Armstutz



# SCHEDULE OF LECTURES (continued)

<u>1943</u>		
April 29	NUTRITION AND CONSERVATION	Miss Sisson Mrs. Cunningham
May 5	NUTRITION AND CONSERVATION	Miss Sisson Mrs. Sargent
May 21	CHILD CARE	Miss Voorhees Mrs. Homer
May 19	CHILD CARE	Miss Voorhees Mrs. Homer
May 26	FINAL EXAMINATION	Miss Voorhees Miss Anderson Miss Sisson

6. The responsibilities for lectures were assumed as above. Reference material was assigned by the lecturers and assembled in the library under the supervision of the librarian, Miss Jones. Much visual and illustrative material was collected from various sources, such as the files of school material, the John Hancock Life Insurance Company, The National Dairy Council, and the Massachusetts Department of Education. A bibliography was prepared for each lecture by the teacher in charge. Assignments were given for one hour of reading for each lecture and these were checked by Miss Gillespie, one of the art teachers, with the help of the staff teacher and the librarian. Assignments were posted on the Victory Course bulletin





board in the library where the source material was assembled. At the beginning of each lecture each girl handed in a slip of paper showing the reading accomplished. These were carefully checked and if missing were required to be made up. If neglected beyond a set date, time was required to be made up on Friday afternoon after the school session.

Other questions arose from the students which were settled by the entire staff as follows:

1. Is credit given for the Victory Course?

Yes, one half credit is given.

2. Will the same standards apply as to all academic courses?

Yes.

3. Will a final examination be given?

Yes.

4. Will short tests be given at intervals?

Yes.

5. Will the requirements be the same for Senior I's, II's and III's?

Yes.

The last lecture in the Victory Course was a summary for the examination which was not included in the notes on the lecture course. In fact, after each hour lecture a



very careful outline and summary was made and given to each girl.

Evaluation came at the time of the examination and the results are given in the evaluation unit.

The entire unit will be found in the appendix.

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Acknowledgement is made of the help given by Mrs. Ruth Kinsman Fisher who was a teacher in the homemaking department at the Beaver Country Day School at the time the integrated unit with social studies was carried out; also of the great contribution made to the unit by Mrs. Philip Bassett, a social studies teacher at Beaver.



## CHAPTER VI.

### Evaluation of the Integrated Courses at the Beaver Country Day School

Testing

Projects

Written reports

Assemblies and dramatizations

Personal living records and  
interest studies

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## EVALUATION OF INTEGRATED COURSES

The integrated courses presented were not set up on an experimental basis with the idea of testing on controlled situations using more than one group. They were given, only, when a situation arose, in which the head master and the faculty involved thought that the classes would be benefited.

The Beaver Country Day School was started in 1921 by a group of parents and others living in Metropolitan Boston who thought there was need in the locality for a demonstration school of the progressive type. The objectives have been to give:

1. "Unusually extensive study of individual pupils with carefully worked out recording systems for both Lower and Upper Schools; behavior and characteristics were emphasized.
2. A high degree of adaptation of curriculums and methods to individual needs.
3. Emphasis on creative self-expression and development of the power to think independently.
4. Major courses for girls not preparing for college in such fields as arts and crafts, music, drama and homemaking.
5. College preparatory courses that borrowed from the richer nonpreparatory courses and deviated from the traditional patterns in so far as it seemed safe to do so.
6. Much student participation in the conduct of



this school and emphasis on responsible freedom and the importance of interested self-activity.

7. Important faculty participation in planning the curriculum and deciding other matters.
8. The development of subject matter and methods not in common use.
9. Replacement of 'marking' by the analysis of pupils' progress."

"Participation in the Eight Year Study with resultant freedom from a specified pattern of preparation for college and from restrictive entrance examinations, made it possible to open to all students those experiences that had been available only for those not preparing for college, and because of this, wider participation made it feasible to work toward the school's objectives more completely than had before been the case." (30)

In the study of homemaking, as has been shown, there is much opportunity for relationship with other subjects and the work is planned to "broaden the pupil's outlook on life and its problems rather than to emphasize skills only." (31)

Very little actual testing on subject matter was given in the integrated projects. However, mid-year and final examinations were given in all homemaking classes. In the minor electives of foods and clothing and homemaking in the

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(30) Progressive Education Association Publications.  
Adventure in American Education. Volume Five -  
Thirty Schools Tell Their Story. New York: Harper  
and Brothers, 1942. Pp. 47-48.

(31) Ibid. P. 67





Junior II year the length of time was one hour. In the senior major homemaking course the length of the examination was two hours. Questions varied from those on skills and techniques to those on application of principles, appreciations in art, and integrated problems.

Under the Eight Year Plan criteria were set up for judging interest, accomplishment and changes brought about in pupils. These applied to ideal situations but were used as a basis for reporting on progress and growth of the pupil. These criteria are listed as follows:

#### Clothing

1. Does the pupil show independence in selecting a pattern suited in line and decorative principles to her type?
2. Does she make wise choices of material in relation to suitability to figure, line of pattern, occasion, season, cost, color and color combinations?
3. Is she independent about using her pattern intelligently, in planning an economical use of material and marking necessary perforations?
4. Does she choose appropriate methods of construction and finishes for type garment and material used?
5. Does she apply principles of design and color harmony to her choice of clothing and accessories?
6. Does she derive pleasure from making an attractive garment?
7. Does she show careful personal hygiene and grooming?
8. Does she apply the principles of health to her clothing selection?
9. Does she care for her clothing more wisely?



10. Does she understand that as a consumer it is of value
  - a. to use source material to help in wise buying?
  - b. to check claims of products before buying?
  - c. to see the relation between cost and quality?
  - d. to investigate sales and bargains.
11. Does she get satisfaction from spending her clothing allowance?
12. How independent is she in solving her clothing problems?

### Foods and Cooking

#### Buying

1. Does the pupil know how to gain information showing what to look for when selecting different products?
2. Does she try to get all the information possible before buying products? Does she check tags, claims, labels, and information on cans and bottles?
3. Does she know why certain products are more expensive than others? Does she buy with true economy?
4. Does she understand some of the responsibilities and problems of the consumer?

### Meal Planning and Nutrition

1. Can she plan meals suitable for her own family?
2. Does she eat wisely at the school luncheon without being urged and can she select a balanced meal from a restaurant menu?
3. Does the pupil refrain from expressing opinions about health which have no basis in fact?
4. Does she enjoy planning meals and preparing menus for entertaining?





## Foods and Cooking (continued)

### Cooking Principles

1. Does she bring to class new ideas regarding food for discussion by others?
2. Does she have enough knowledge of cooking principles to see relationships and to be able to prepare simple meals?
3. Can she tell why a food is unsatisfactory?

### Work Habits

1. Does she try to find more efficient methods for work?

### Food Sources

1. Does she know the source, growth, and preparation for market of most of our common foods?

### Care of Foods

1. Does she know how to care for foods in the home?

## Major Homemaking

1. Can the pupil state her conscious standards for shelter, food, clothing, operating, and advancement?
2. Can she adjust these standards to different income levels with the realization that happiness does not come wholly from material things?
3. Is she able to choose suitable equipment for her needs?
4. Is she able to use her household equipment intelligently?
5. Does she apparently apply principles of beauty to any situation at home over which she has control such as the decoration, arrangement, and care of her own room?
6. Does she know where to find and how to use source



## Major Homemaking (continued)

information on home building, equipping, and furnishing?

7. Has she a better conception of her problem as a consumer in relation to that of the producer, manufacturer, wage earner, and distributor in the changing price situation?
8. Is she capable of preparing and serving a meal independently, doing the marketing and planning menus for a week, or carrying out any other skill necessary in household care and management?
9. Can she sense her place and part in making the home a place for happy and cooperative living and strive to live up to these ideals?
10. Does she apply principles studied in child care to any practical situation where she has contacts with children?
11. How much real pleasure and satisfaction does she get from carrying out any problem pertaining to home situation?
12. Does her individuality and personality show in creative work pertaining to the home?

Another important item in setting up evaluation of progress both in homemaking and in an integrated unit is a method of record other than a mark. Such records as used in both upper and lower school are listed below:

### Handcrafts - Their Development and Use in Lower School

NAME	DATE:
FIRST HALF YEAR	
SECOND HALF YEAR	OBSERVATIONS BY

TEACHERS' OBJECTIVES FOR THE GROUP:

Craft Experience,  
Ability to plan or carry out directions,





Handcrafts - Their Development and Use in Lower School  
(continued)

TEACHERS' OBJECTIVES FOR THE GROUP (continued):

Development of interest and skill in various  
craft media,  
Application of aesthetic understanding to practical  
problems.

I. RESPONSE TOWARD WORK

Attitude: eager, interested, passive,  
uninterested, variable, persevering,  
impatient, easily satisfied, easily dis-  
couraged, confident, businesslike,  
conscientious

Concentration: good, poor, variable

II. RESPONSE IN GROUP

Attitude: cooperative, passive, antagonistic,  
helpful, disturbing, quiet, noisy, talkative  
Degree of self-reliance: dependent, asks only  
necessary help

III. WORK HABITS

Careful, careless, thoughtless, quick, steady,  
slow, dependable, carries work through,  
gives up easily, persistent, not able to  
develop work beyond initial stage

IV. USE AND UNDERSTANDING OF MATERIALS

Former experience: yes, no  
Ability to plan: original, independent,  
capable of visualizing  
Follows directions: understandingly, carefully,  
conscientiously, with difficulty, grudgingly,  
does not listen  
Has feeling for: design, proportion, form,  
balance, color, construction  
Lacks feeling for: design, proportion, form,  
balance, color, construction

V. PROBLEMS UNDERTAKEN

Specific or types:



## Handcrafts - Their Development and Use in Lower School

### VI. TYPE AND DEGREE OF SKILL ACQUIRED

Workmanship: good, poor, variable  
Coordination: good, fair, poor  
Accurate: yes, no

### VII. PROGRESS MADE TOWARD OBJECTIVES: (32)

#### EVALUATION OF PROGRESS IN HOMEMAKING CLASSES OF THE UPPER SCHOOL

##### Techniques and Skills

Foods  
Clothing  
Housing and furnishing  
Child care  
Buying

##### Work Habits

Effective use of time  
Self-direction  
Perseverance  
Neatness and accuracy  
Skill in following directions

##### Creativeness (Individuality)

##### Reflective Thinking

Recognizes and defines problems  
Observes accurately  
Application of generalizations  
and past experiences  
Obtains practical solutions

##### Good Taste

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(32) The Voorhees Record Sheet.





EVALUATION OF PROGRESS IN HOMEMAKING CLASSES - UPPER SCHOOL  
(continued)

Appreciations and Philosophy

Social sensitivity  
Appreciation of values  
Concern for others  
Ability to adjust to new situations  
Interest in problems of citizenship

Functioning Philosophy of Life

Mastery of Essentials of the Course:

Distinguished, Very Well, Creditable  
Barely acceptable, Poor

Prediction for Future Use. (33)

This is particularly useful in that it considers the whole personality of the pupil and is not just in terms of manual skills. These are just examples of the way in which one school set up a method of evaluation and they were reported upon by the homemaking teacher at mid-year and at the end of the year. Beside this, a report was given in the upper school three times a year on interest, attitude and achievement in terms of written statement and a mark which went into the office but not to the child as such. Strengths and weaknesses were discussed and a pupil was helped to grow in this way. Industry was recognized with an Honor Roll but because of difficulty in administering this it was finally abolished. Much of value came from "industry marks," but its lack of objectivity made fairness difficult for pupil and teacher. If the psychology of the record was to be put "on

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(33) Reports and Records Committee of the Progressive  
Education Association.



the Honor Roll" instead of being "taken off" it would serve its purpose better.

Other evaluations were carried out under the Eight Year Plan on Attitudes, Interests, and the Application of Principles. Examples of methods of obtaining evidence on these are presented here.

### Cooperative Attitude

Observation and Reporting on:

1. Working pleasantly in groups in cooking, sewing, costuming, where a somewhat free situation existed.
2. Sharing responsibilities in the group or shirking.
3. Working on committees -
  - a. Junior Red Cross
  - b. Luncheon
  - c. Costume
4. Responsiveness toward leadership.

Cooperation is developed in a progressive school and in free situations since the girls, for the most part, see the need and value of this. Results depend upon this attitude and this becomes apparent to the pupil through good leadership and evaluation.





### Interests

1. Talking with children
2. Children bringing in examples of interests
3. Utilization of interest at its crest in stimulating thought and activity
4. Recognizing interest changes at various ages
5. Capitalizing hobbies when wise to do so
6. Building on existing interests

This was especially noticeable in cooking at the age levels of fourth and fifth grades and in the junior high school. It was, also, shown in the Christmas work shop where choices as to what to make were allowed. The interest in clothing began in the sixth grade, carried over into the junior II level, and often reached its peak at the senior I level. Interests in working with little children were utilized in the nursery school.

### Principles

In planning and choosing well-balanced meals one must be governed by fundamental nutritive principles and include daily the foods necessary for health.

### Situations

1. Planning meals for the family and for class preparation
2. Ordering meals in restaurants
3. Eating meals served



## Principles (continued)

### Responses Noted

1. The selection of well-balanced food combinations whenever the child has had the opportunity to plan or influence the planning of meals
2. The selection of well-balanced combinations when ordering
3. Eating balanced meals in the dining room without complaint

In order to select clothing from the standpoint of appropriateness and beauty, one must apply the principle of design and color to individual types and occasions.

### Situation

The situation was to provide opportunity for personal analysis of figure and coloring, and for the selection of patterns and fabrics suited to the individual to be used in a class project.

### Responses Noted

The response was thinking toward the application of design and color to daily clothing problems. One child stated that she now considered texture in selecting evening gowns and that she had not thought of it before. Another pupil changed the neckline of her dress in order to better suit the contour of her face.

The Eight Year Plan gave much more freedom in planning the curriculum and it was during this period that the core course was set up using social studies as the core. The plan, also, put the major courses in drama, art, music, and homemaking on an academic level with other subjects and they could be offered as such for college entrance. One girl, in





particular, was accepted for Radcliffe College offering major homemaking as a course for entrance. In terms of evaluation, this same girl, now married with one child, just recently wrote a letter to the homemaking teacher excerpts of which may be found in the appendix.

Less objective means of evaluation were in terms of reports, papers, and projects. One of the statements of the Beaver Country Day School Art Group was: "We believe that the arts taught as separate subjects, while they unquestionably have important values, do not make their maximum contribution unless the immediate subject is integrated in a general philosophy to which all subjects made contribution. This makes the evaluation of separate subjects comparatively irrelevant and puts the emphasis upon the sum total worth of this established philosophy in enabling the individual to live his life more fully."

A collection of projects over the years has given a feeling of satisfaction that the above statements are true and that integration in the field of art and homemaking does function. The following is representative of creative work in homemaking.

1. Self-analysis projects of figure proportions and shape of face with a study of line to bring out the good points and minimize the poor ones.
2. Application of color to personal analysis problems.



3. Using clothing techniques and basic art principles in designing and making costumes for drama productions. These have ranged in variety from costumes for a completely integrated project for the whole school when "Sakuntala", an ancient Hindu play, was given to such variety as costumes for period plays such as "Pride and Prejudice" and modern clothing for "Beggar on Horseback".
4. The same application has been made in social studies and one example was the designing, making, and stenciling of a costume for a Mayan dancer.
5. Research work has been carried on and costume plates have been made for historical periods.

Two other interesting projects were done, one on the relation of clothing and furniture of historical periods, and another for "Intercultural Day" on influences of different countries upon the design of modern clothing.

In foods work results have shown in the consideration of color in meal planning, flower arrangements for the table and illustrated papers on foods of historical periods.

In the major course in homemaking much use of art principles are used and interesting projects have been the following:

#### Creative Work in Major Homemaking

- A. Planning rooms of various period as to backgrounds, hangings, furniture, and color schemes.
- B. Planning houses to suit individual needs.
- C. Making model rooms to scale.
- D. Building small scale model house which later was used in lower school for doll house.





- E. Posters on many subjects related to homemaking.
- F. Project for men's smoking room (making curtains, pillows, and painting furniture).
- G. Redecorating of own rooms at home.

Under the Eight Year Plan, after the committee set up statements in regard to the arts, already discussed under integrated units, evidence to support these statements were looked for. In fact a portfolio was assembled. An example of this is presented below.

Evidence Supporting Statements of the  
Arts Groups

The Drama Department would like to present material which may lead to proving the value of the following:

Statement II

"We feel that through participation in the arts, the understanding of their function is clarified as in no other way."

Statement V

"We perceive the close relationship between the arts, and believe that the transference of understanding from one to the other should lead to a totality of development impossible to achieve when the various art experiences are segregated. In this totality lies the strength of the art experience in relation to the individual."



Evidence:

Virginia Brookside, a student who has participated in many fields of art, has shown marked growth in both understanding and performance in several of these - particularly graphic arts and drama. We present as material a photograph of her characterization of Mad Margaret in "Ruddigore", and photographs of drawings made by her in the Art department which show the same type of brilliant character analysis. All of this work was done during the same period of her development.

The Art department would like to point out that her early work showed the same penetrating characteristics. However, she did not reach her capacity until the last year of school when her program included subjects which offered an opportunity for further creative function - namely major drama and major art.

The Music department would like to point out that her understanding in the arts was greatly increased through an unusually full musical background.

Homemaking department. Virginia Brookside also designed and made her costume for Mad Margaret in "Ruddigore" which gave a more complete feeling for the interpretation of the character.





Another Example Supports this Statement of  
the Homemaking Department:

Statement

"We feel that a satisfaction and a feeling of security are developed by relating the arts in a creative approach to homemaking. For some individuals this may mean greater success than is experienced in any other media."

This statement applies to a particular girl. As a result of her success in designing and executing clothing, she developed a feeling of satisfaction and security which she otherwise would not have had.

This was expressed in a photograph showing her wearing a dress designed and made in the clothing class.

Evaluation of the integrated unit of homemaking and social studies in the Junior High School showed in many ways of which only a few may be presented.

Oral and written reports of trips to the food and clothing stores were presented to the class as a whole. Papers were written and corrected under the supervision of the English department thus bringing another field into the unit. Examples of written reports on the study of food are to be found in the appendix.

The same type of evaluation was applied to the section dealing with the clothing problem and the themes found in the appendix show both a practical and imaginative approach.



Some corrections have been made on the papers for spelling under the supervision of the English department.

Further evaluation of the integrated unit of social studies and homemaking was in the form of an assembly. This was planned very carefully with the three teachers in the departments and the groups studying foods and clothing. Maps of sources, posters and dramatizations were used. A period once a week in social studies was given as an exploration and work period. The areas resolved themselves into the following on foods:

- I. A poster showing the history of food based primarily upon maize because the growth of civilization was developed partly through the discovery and domestications of grains.

This led into the modern problem of increasing mechanization when foods became refined and much food value was lost.

The problem of nutrition arose with the modern methods, especially during the war, of restoring, enriching, and fortifying foods with minerals and vitamins.

- II. A map large enough to be seen from the stage tracing the sources of our daily menus with the effect of the war upon our food supply necessitating substitutes or doing without.

- a. Sources before the war
- b. Present sources
- c. Sources of substitutes
- d. Priorities (feeding the Army and Navy and the United Nations)

- III. A dramatization of the effect of the war upon food purchasing based on change of prices, ceiling prices, lack of certain foods, substitutes, rationing, hoarding, packaging and delivery.





IV. Conservation Twins - Cartoons shown by  
"sandwich men".

Don't

Waste food by improper preparation and cooking  
Waste leftovers  
Waste vitamins and minerals

Do

Cook whole and use all  
Cook carefully by time and temperature  
Serve promptly

EAT ALL

The areas presented in clothing were:

- I. A map showing the effect of the war upon the four natural fibers.
  - a. Source of supply
  - b. Use by government
- II. Posters showing new fibers, fabrics and plastics replacing those unobtainable.
  - a. Synthetics
  - b. Plastics
  - c. Ceramics
- III. Dramatization "The War Mill"
  - Before W. P. B.
  - After W. P. B.
- IV. Poster on labeling to aid consumer in buying.
- V. Dramatization - "Daughter Teaches Mother"
- VI. Victory poster on our responsibilities as consumers.
- VII. Dramatization "The Retail Store"

The last three will be found in the appendix.



The evaluation of the Victory Course was shown in the suggestions which came from the girls as a result of spending twenty hours at the lectures and doing the assigned reading. These developed from the examination which was not factual or objective but asked the girls to give an evaluation of the course with suggestions as to continuation courses as an outgrowth of this presentation. It must be remembered that this was an emergency experiment with no intention of repeating it as such. It was given in order to get some practical lines opened up that would seem of value to the girls in meeting present needs. The following results were tabulated by the faculty integrating the course.

1. A course in hygiene to be given from Junior I to Senior III with special emphasis in Senior III, this to be a part of the general health program.
2. Opportunities for Red Cross volunteers to carry courses in First Aid, Nutrition, Nurse's Aid, or Canteen Courses in the school under qualified Red Cross instructors and to receive the Red Cross certificate.
3. Electives as suggested by the girls to be given as part of the minor program (one hour weekly) or part of the major program (four hours weekly) were child care, home repair, homemaking, especially, cooking, canning, buying, and conservation; preliminary instructions in car driving, mechanical drawing, home nursing.

Other suggestions for setting up continuation courses were:

1. Cooking based on rationing and substitutes.
2. Clothing conservation such as darning, patching, renovation.





3. Participation in nursery school
4. Hygiene
5. First Aid
6. War Activities

Again questions arose as to how this could be done such as the following:

1. Into what sections will the continuation courses be divided?
2. How much time will be allotted to these unit courses?
3. Upon what basis will the student be assigned to these courses or how will elections be handled?
4. Are there to be assignments and, if so, what amount of time can be given to them?
5. How are these courses to be staffed?

Unfortunately, because of a reorganization in the school with a change in headmasters it was impossible to carry on but the original course received very favorable criticism. Reactions are still coming in from the girls and they are recognizing the value of it especially as they find the content of use in volunteer war work and participation in Red Cross work.

Personal living was another method of evaluation of subject matter given. Although no real records or concentrated studies were made there were noticeable trends. For example, improvement in food habits have occurred after



teaching of nutrition in cooking classes, a Red Cross nutrition course or the Victory Course. The girls became interested in their own welfare and by checking meals eaten for a week at the beginning of a course and for the same period of time at the end it has been found that a general improvement occurred. This was noticeable during the luncheon period where the consumption of milk increased and girls began to realize the importance of potatoes and dark breads and not to look upon them as just "fattening" foods.

"Counting your calories by the Company they keep" became more important than just counting calories. Questions were asked of the dietitian, the health department, and the home-making teacher about foods and dieting safely and scientifically. They began to recognize the importance of a good breakfast and made an effort to improve both food habits and an attitude toward these. Their approach became more scientific and an interest in cooking was developed.

An interest in clothing, also, developed especially as to buying and choosing for type. Personal analysis projects became popular and such books as "Susan Be Smooth", "Madam, Your Carriage" and "Cues for You", became much sought after. Changes in arranging hair was perhaps the most noticeable after a study of the shape of the face. Color is always fascinating and our colored "bibs" were tried out not only by classes but as an "extra-curricula" activity. There is





more general emphasis on good grooming at present, but it was noticeable that more attention was given to details of the daily personal regime. Greater interest in conservation was shown and one noticeable trend was the use of the sewing room and equipment for darning, sewing on of buttons and mending. Another was that much less was left around carelessly or put in the "pound" and coat closets showed clothing taken care of and hung neatly.

The chief weakness of this study appears to be its generalization rather than a controlled experiment. More testing before and after presentations of subject matter would give a stronger evaluation of the functioning in the lives of the girls. Greater correlation could, also, take place between interest questionnaires and records in the office. More follow up of individual cases with actual case studies on record would be of value. A comprehensive study of growth year by year of pupils who have had homemaking in the lower school, the junior high school and have elected it in the senior high school would be of value as an interest study and for growth in skills, techniques and attitudes. This has been done to some extent but should be organized more carefully. Unfortunately, also, some of the stimulation and inspiration from working on the Eight Year Plan was lost at its expiration. However, a great deal of value to faculty and pupils was evolved at that time which could never



be lost. Leadership was strong and inspirational, the faculty alert and cooperative and the pupils naturally benefited by this combination. It is hoped that a fuller recognition will be given to this experiment and that the school may benefit by a freer use of curriculum materials either in subject fields or in integrated units.

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## CHAPTER VII.

### Conclusions

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## CONCLUSION

This study shows the broad aims and social values in home economics, especially if integrated with other subject fields. Not only is a recognition of social values important but, at present, there is "a strong necessity for understanding the needs and interests of those being educated." (34) In recent studies made of young people the need for schools to teach more of the realities of life is predominant. The trend today in home economics is to develop a functioning program in home life education and thus show recognition of both realities and social values.

In "An Adventure in American Education" under the sponsorship of the Progressive Education Association, concerns of youth in a democratic set-up are considered. Participation in this study was of great value and inspiration in dealing with students in real life situations.

This was made possible by the administration of the Beaver Country Day School as one of the thirty schools contributing to the study. A core course built around social studies was established into which other subject fields

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(34) Spafford, Ivol. A Functioning Program of Home Economics. New York: John Wiley and Sons, Inc., 1940. P. 446.





could be drawn or unified. Other devices for integration used were: flexibility in scheduling so that more than one teacher could contribute; a bulletin board where weekly reports on subject matter being taught in all subject fields was reported; a list of visual education material including movies was posted so that classes could share in this; conferences in departments and inter-departmental meeting were held; procedure outside of the class room such as speakers and cooperative trips were used. Conflicts did arise, sometimes between faculty, sometimes between faculty and administration, as was to be expected but the welfare of the students was the first consideration.

This study is only a beginning and much more can be done along the line of integration of homemaking and other subjects. Homemaking touches all ages and can be a part of a program of education as such or set up on a correlated basis from nursery school through high school. It extends into the junior college level in many instances and the college, as well. At the lower level children are very near to and very conscious of their homes. They have strong bonds with their parents and imitate homemaking activities. At the upper levels girls are preparing for marriage and for care of their own homes and families.



Housing, for example, as a major problem of existence in the past and present could be used to set up a complete integrated program with geography, mathematics, sciences, art, social studies and homemaking all contributing. The effect of climate and topography upon home life, financing, scientific developments in building materials and methods, appreciation of domestic architecture, large social implications in poor and good housing, all of these are areas taught in the above fields and in home economics courses.

In "Planning for American Youth" educational needs in common for all youths regardless of birth or environment are stated. Three of them are listed as follows: "All youth need to understand the significance of the family for the individual and society; all youths need to know how to purchase and use goods and services intelligently; all youth need to develop and maintain good health and physical fitness." (35) These are the very principles stressed by homemaking departments and in integrated courses in home living.

To quote Ellen H. Richards, the real founder of home economics as it exists today, "Home economics is the king

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(35) Education Policies Commission, National Education Association. Planning for American Youth. Washington: National Association of Secondary-School Principals, 1944. P. 10.





bolt which holds together the previously accumulated parts of the curriculum." (36)

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(36) Proceedings of the Seventh Annual Conference. Lake Placid Conference on Home Economics, 1905. P. 21.



## APPENDIX

Pupils' papers from the integrated  
unit of homemaking and social studies

Food - Wholesale  
Autobiography  
My life  
Filene's  
Labeling  
V for Victory poster  
"Daughter Teaches Mother"  
"The Retail Store"

Letter in regard to homemaking

The Victory Course





## FOOD - WHOLESALE

"In Boston, S. S. Pierce is one of the many food stores, but it is larger and has both retail and wholesale departments. Both the two different kinds of orders are taken in at the same place. Here two copies of the order are made. The first one is kept at the office, but the second has the same number written beside each part of the order. Then the paper is cut into strips and each separate piece of paper is sent to its own department. When all the different assortments of food are assembled they are put on a belt. As the foods move along, a boy takes them off the belt and gathers all cans, boxes, jars or other containers with the same number and puts them in a separate cubby-hole. Here they are taken out again and put in a large box. They are put on the belt again which goes down one flight to the shipping department. This is the last place that it goes through the store. The trucks come here and deliver your goods directly to your door with no extra cost for the service.

"Let us take a trip to the storage rooms. The storing is not all done on one floor. There are many types of foods such as canned meats and vegetables, breads, soaps, toilet articles, beverages, spices, and all sorts of sweets. Of course, there are many different brands of each of these



foods and many cases of the same brand which if you count them up, amount to a great deal. In the storage rooms, there are rows of piles, almost 400 yards long, which are labeled so people won't have trouble finding what they are looking for. Carts are then pushed around with the orders that have to be filled. The green papers are wholesale orders, and white, the retail. Every bit of food that enters the store-room is recorded by a girl at the entrance. She has a typewriter and a light over her shoulder, to work by.

"Placed on separate floors are microphones, fixed so the men can talk through them to ask about the foods on that particular floor.

"On the seventh floor is a large room. On the left side is a soda fountain and on the right are many tables. This is where the employees eat. It is a really lovely room because it is so light and airy. As the workers come in during lunch hour, you can see there are many workers in the store, perhaps a 1000, maybe more. There are almost 7.3 more men than women working in the store. The war may change this ratio because of the large demand for men.

"There are different storage places for different types of foods. On one floor are the spices, which have an odd smell. These are very hard to get now, because Java is cut off from us. On one order only 1/4 lb. is allowed to





each kind of spice. This shortage may clear up, but also it may not. On the right as you go in, is a cold-storage room for cheeses. This is kept at a certain temperature all the time. There are many of these cold-storage places throughout the building. There are also air-conditioned parts. These are used mainly for candies.

"I think the store is very well lighted and quite well ventilated, except in a few places. S. S. Pierce has been growing continually, year after year, because of its good service, quality and quantity. It is very just to the employees. Although a worker starts with the lowest position in the store, he may go up to the highest. This depends entirely on the individual and how he works. These are some of the reasons why this store is one of the leading stores of the country."

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## Autobiography

"If you should see me in the S. S. Pierce Building, traveling merrily down a moving belt, you probably wouldn't exclaim, or be in any way surprised. But if you knew who I was, you might be interested in my history.

"At the present time, I'm not very comfortable, because there is no air in the can in which I am trying to live, and also, I am all ground up. I remember the days when I was carefree and happy. Sunning myself in the warm, tropical sun of South America. Then, one day, I was torn from my tree and thrust into a bag. I was spread out in the sun with others of my kind. I was then put into a machine that separated us according to size. In that machine I lost many of my friends. Then, into a bag, and carried on mule-back to the market. Again my friends and I were sorted and we all met many more distinguished personages from other plantations. Again we were put into bags and on a boat bound for the United States.

"When we arrived at S. S. Pierce's in Boston, we were stored away in bags. Then, one day, they took the bag I was in and dumped me into a barrel. Alas! As I was not expecting it, the roasting came as a great shock. That was soon over, though. But, just as I was recovering from the





shock, the worst thing of all happened. I was ground, put in a can, and sealed. No light, no air, nothing but the suffocating presence of hundreds of my similarly unfortunate companions.

"I am sad, very sad, for now I am to meet my doom. I am to be taken to someone's home and drowned in boiling water to wake someone up in the morning, to keep someone awake at night! That's all I'm good for, so there's no use complaining."

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## My Life

I am a blue print dress, three years, fourteen days old to be exact, and I live in the beautiful homey closet of Mrs. John Eldrich at 16 Westcot Avenue.

In my house, or Mrs. Eldirch's closet, I have many good friends. There is the light tweed suit. He's been here even longer than I have. Then there is the white cotton dress. Quite a newcomer she is, but very nice. And, of course I mustn't forget the silk dress. My, she thinks she is the class and high hats the rest of us.

There are many more of us who room here together too, but now I must tell you about my life history and how I got here.

When I first began, 'way back in those dim dark ages of three years ago, I was nothing but a whole lot of dresses. You see, we were together, all of us in one large bundle of cloth in Mr. Constantine's shop, until someone straightened us out and pushed us in under a cutting machine. One hundred of us were cut together in this giant scissor cutter which the man directed.

Believe me, I was glad to be out from under Mr. Cutter's sharp clutches when at last it was time to meet the pinking machine.





My, what a sensational tickle went up and down my spine when I was shoved through that machine. I can remember it plainly even now. Each time a jagged edge was cut I was just about ready to giggle, and then I was shoved under again for another dose.

Well, after several more processes, being sewed on the sewing machine, having my buttons and snaps put on, and being pressed, I began to really look like a dress.

I was then transferred with several other dresses out of the wholesale shop and, by way of a truck, into a large store. I was told that this was Filene's of which I had heard so much. It was then 8:30 a.m., and after entering the store we were quickly taken to the receiving room and marking room.

This was a funny place, where everybody rushed around fulfilling important tasks, while the clicking of typewriters on different desks added to the general din and clatter. We were all described and recorded on long sheets of paper and then marked with a tag. Mine told the number of my dress manufacturer, my style, color, and fabric, and lastly, in code, the season in which I arrived. The ticketing machine was a friendly fellow, although a bit odd, I thought. I know that I wouldn't devote my life to ticketing merchandise, although I do see the attraction, - pretty, young dresses!



After the ticketing business my friends and I were taken by some stock boys down to the testing room. Here, we were tried on some stuffed models. First they tried me on a fattish one. My seams protested, and they pulled me off and put me on a smaller one. This one fitted. All this business was to see if the dresses were the size they were supposed to be. I heard a saleswoman remark, "My, this one has sure got style." She was talking about me, too.

One of my friends told me later that I puffed up so hard that I almost split my seams, but I don't believe that I am the quiet unaffected type.

Well, to be on with my story, I was soon taken to the basement where I was stacked with a pile of similar dresses for sale. The main store and the basement are separate departments. In the basement I met many new friends and among them was a pink flowered dress. Her name was "Dresscila", and she told me of an exciting incident which I will now state, briefly.

It happened that one Saturday when she and several other dresses were being looked at during the rush, a sly individual picked her up under her coat and waltzed off out of the store. Now, as the detectives, who are usually dressed in hat and coat, are not permitted to accuse anyone of stealing any merchandise in the store, the woman detective, who had seen this occur, trailed the offender out





of the store. Once outside, she stopped the thief and asked her plainly if she hadn't forgotten to pay for the dress she was carrying. The woman, realizing the fix that she was in, quickly dropped the dress and darted off in the other direction. Then, as the detectives don't like to actually arrest the accused person, she entered the store and replaced "Dresscila", satisfied with recovering the dress.

This all sounded very exciting to me as Dresscila told it, but I had no desire to go through the same thing myself.

From then on, Dresscila and I were the best of friends, and she told me several of the ins and outs of the store. She told about the chemist who has his own little shop in the store. Then, when a complaint about some of their merchandise is made, he tests it to see if it is the customer's or the store's fault.

She also told me that the way they advertised was very interesting. When they wanted to advertise something they first told the head of the advertisement committee. After he had O.K.'d the clipping, the art department would make their picture and the copy writing department would write out the advertisement. Then, after checking again, the advertisement would be put through and into the papers. They would advertise it, and if everything went well Filene's would soon have a flock of customers.



In the basement after twelve days each thing is marked down 25% of its original price, after eighteen days it is marked down 50%, after twenty-four days 75%, and after thirty days it is given away to some charity.

After my twelve days had elapsed, I was getting rather worried when Mrs. Eldrich entered the basement.

I didn't know her then, but I liked her looks and eyed her hopefully as she passed between the rows. When she picked me up and felt my material, I was still more hopeful, but when she said to the salesgirl, "I'll take this dress," then I was just too happy for words. I was going to have a home!

It was hard flashing a hurried good-bye to all my envious friends, but the very thought of my future cheered me up, and I proudly traveled home to Mrs. Eldrich's house.

Well, here I am now, that's my past, and my future is yet to come.

I can hear the maid coming. I'm going to be pressed now and must hurry for I'll probably be worn when my mistress returns.

Goodbye.

---





## FILENE'S

All my life I've always wanted,  
To go and get a job.  
To get dressed like a sales girl,  
And to wade right through the mob.  
To say, "Miss, may I help you?"  
And, "Just sixty cents for that,"  
And, "No, miss, I wouldn't get that dress,  
It makes you look too fat."  
The ideal place for all my thoughts,  
Has always been Filene's,  
And some day I will go there,  
To fulfill my many dreams.  
First I would have training,  
In the classrooms 'way down stairs  
To learn to be extra polite  
And all those little cares.  
I would learn about the tickets  
With the number, style, and price,  
With the model and season number  
And all that makes the dress so nice.  
I would learn about the processes  
That all dresses do go through,  
A booking room, a tagging room,  
And a testing room are a few.  
I would learn about the plan  
Which automatically goes through,  
And how they easily dispose  
Of anything not new,  
Of the chemistry department,  
Testing shrinking and sun fast,  
To make sure all the dresses bought,  
Will always, always last.  
And to prevent stealing,  
I would like to learn of that -  
How the cops dress up in street clothes  
With a regular coat and hat.  
And now perhaps you see why  
I would like to have a job,  
I would love to be a salesgirl  
And to wait on all the mob.

---



L A B E L I N G

DO YOU KNOW WHAT YOU  
ARE WEARING?

BELLMANIZED

-----  
PERMANENT  
FINISH

35% NEW WOOL

65% SPUN RAYON

WASHING  
INSTRUCTIONS

USE  
LUKEWARM  
WATER

SUNFAST

WILL NOT

FADE

SANFORIZED  
SHRINK PROOF

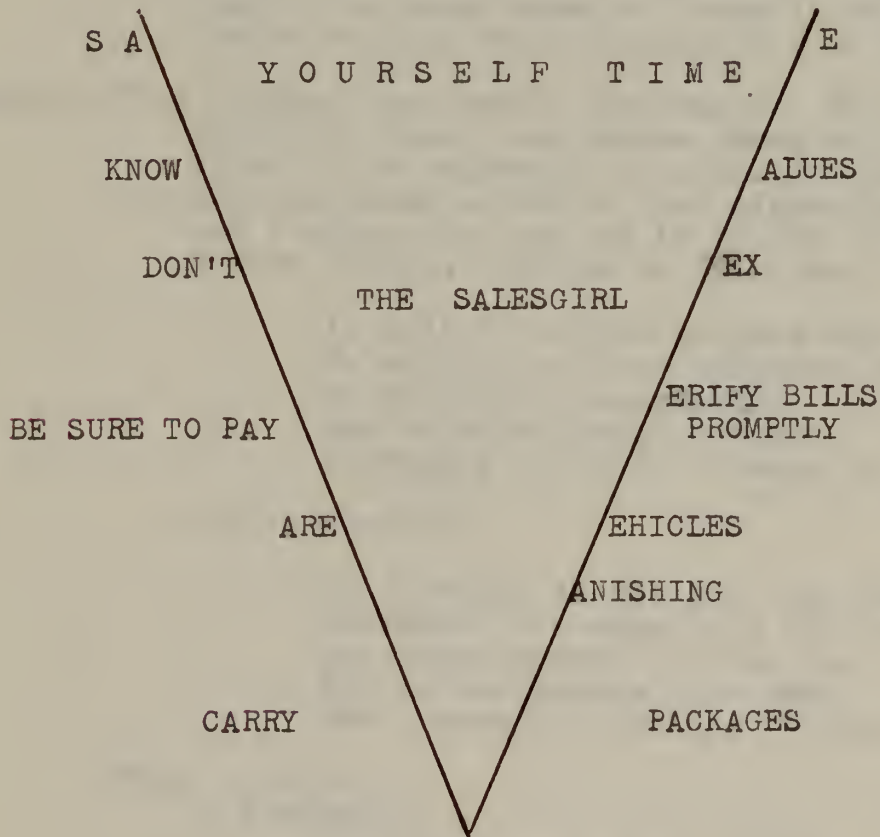
TEBILIZED

CREASE  
RESISTANT





"In this poster I am trying to show our responsibility as consumers. I have used the V for Victory which is being used in every possible way."



O U R   R E S P O N S I B I L I T I E S   A S  
C O N S U M E R S

1. The first part of the paper is devoted to a study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series.



4. The fourth part of the paper is devoted to a study of the properties of the function  $k(x)$  defined by the equation  $k(x) = \sum_{n=0}^{\infty} d_n x^n$ , where  $d_n$  are the coefficients of the power series.

"This play might be called 'Daughter Teaches Mother'"

The scene opens with the daughter working on a poster.

(Mother enters)

Mother: "What are you working on?" (Takes poster from daughter) (She reads) 'Dressing for Morale'. That is a funny thing to learn in school. Taking care of your clothes is more important."

Daughter: "But, Mother, you don't understand. We've learned all about that, but during these war times, we think it is important to dress for morale. Here are some articles that might interest you, and I might add that it is in the form of modern poetry. Listen to this one:

'A stitch in time we have been told  
Is worth more than a casket of gold.  
It will aid conservation  
And help our great nation -  
So keep it in mind - young and old.'

Here's another:

'This miss, in her way, so petite  
Occupies, I'm afraid, a "Hot seat"  
For when dressed for the tea  
All her stockings, you see,  
Were unmended, and not fit for feet.'

M:

"What's this?

'A Few Dont's

Don't use hot water - ever  
Don't rub  
Don't dry over heat  
Don't wring the water out  
Don't dry in the sun

A Few Do's

Do remove buttons or any trimming  
not washable  
Do use luke warm water  
Do use a rich suds of mild  
soap flakes or beads  
Do squeeze the water out

Do hang away from heat and in the shade.'

May I borrow this to hang up in the laundry?"



1912-13. The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

The first year of the new century.

D: "Why, I'd be flattered."

M: "This sounds good.

'To keep suede shoes looking nice: Clean with a brush, remove spots with non-inflammable cleaner. Hold shoe over spout of teakettle in which water is boiling. A minute or two, and nap is restored.'

D: "I'm interested in this one.

'For frayed tips of shoelaces: Cut off threads, dip end into clear or light nail polish, let dry. Remember, metal tips will be scarce!'

M: "That's right."

D: "This is the creed of our Junior II class:

'I'm going to help in National Defense and I've appointed myself as a Waste Warden - that means I am not going to waste any time, any material, any effort which might be put to some constructive use. I am going to protect all my possessions, particularly my clothes.'

Here is my schedule for keeping a good appearance:

1. To plan my wardrobe so I will have the maximum use of the clothes I make.
2. To buy the best quality fabrics I can afford so my clothes will give good wear.
3. To select colors for my clothes and accessories which will go together.
4. To place my clothes on hangers to keep them in shape.
5. To protect my wool clothes from moths over the summer.
6. To be mindful of my appearance, to maintain good posture so that the effort I put into making my clothes won't be wasted."

1. To be able to read and write in English.	100
2. To be able to understand the meaning of the words and sentences in English.	90
3. To be able to use the English language in a simple way.	80
4. To be able to use the English language in a more complex way.	70
5. To be able to use the English language in a very complex way.	60
6. To be able to use the English language in a very complex way.	50
7. To be able to use the English language in a very complex way.	40
8. To be able to use the English language in a very complex way.	30
9. To be able to use the English language in a very complex way.	20
10. To be able to use the English language in a very complex way.	10

The next dramatization might be called "The Retail Store"

The clothes that are being sold were made by the Junior II sewing classes. The material for this play was taken from our visit to Filene's store.

Setting: The play takes place in the store of William Filene's Sons Company. Since the United States went into the war, stores, like homes, are getting prepared for air raids. Our scene opens on a young salesgirl and a customer. Mrs. Jones, a customer, who has traded with Filene's for many years, is just stepping out of an elevator into the Ladies' Dress Department. She steps over to the salesgirl.

Miss Shore: "Good morning, Mrs. Jones. May I help you?"

Mrs. Jones: "Good morning, Miss Shore. Yes, I would like to see some cotton dresses."

Miss Shore: "Some very pretty cotton prints have just come in."

(They walk over to a group of pretty cotton prints)

Here is a pretty dress."

Mrs. Jones: "No, I want something very plain. Something I can use for defense work. (They walk along) Ah, there is the dress I want. (She pulls out a very simple dress) A size sixteen, too."

Miss Shore: "Yes, that is a very pretty frock. Would you like to try it on?"

Mrs. Jones: "No, I am sure it will fit me."

(Miss Shore takes it off the hanger.)

Miss Shore: "I hope it will fit. Remember we no longer have an exchange pick-up serviceman."

Mrs. Jones: "I think it will. You can put it in this paper bag so you won't have to use extra paper."





"The Retail Store"  
(continued)

Miss Shore: "That would be a great help, Mrs. Jones, because we are trying to cut down on using so much paper. We are also salvaging tissue paper, boxes and string."

(A loud bell rings. Man enters with air raid warden's band on arm)

Man: "Step right into the elevators, ladies, and go down to the second floor. Please be quiet. Step right in." (He uses his hands to direct them)

(Blackout) (Lights after a minute - ladies coming forward)

"Ladies and gentlemen, we are having a practice air raid. Even if we were having a real air raid you would have no reason to get excited and upset. Our three top floors have been evacuated and the building is of steel and concrete construction. We also have 600 air raid wardens and guides to see that you are taken care of. Now please stay here quietly until the bell rings again. Then you may leave."

(Curtain)



Letter in regard to Homemaking  
Referred to on Page  
in Chapter on Evaluation

"For many months I've been meaning to write you and tell you how very useful the course of Major Homemaking has been that you gave me several years ago. In our three years of married life, we've been moving pretty steadily - Cleveland, Buffalo, Chicago, Wellesley, and now to this little town north of San Francisco. It's been great fun seeing the country and settling in different places for a few months. However, all these places are crowded and one has to take any apartment available - and that's where Major Homemaking enters the picture! Just a bolt of cloth, a few pictures, bedspreads and curtains carried from place to place transforms an ugly apartment in no time.

"But that's not all! There's an ancient sewing machine here - doubtlessly brought out with the 49'ers - which has been tremendously useful though I hadn't used one since Beaver. It all came back very quickly and such things as French seams, cutting out a pattern and 'tying my threads' seem like second nature. . . .

"The cooking course at school has been a great help, too, and little phrases such as 'add the wet to the dry' pop into mind. . . .





Letter in regard to Homemaking  
(continued)

"It seemed only right that you should know what a wonderful course homemaking was and many girls must feel the same."



## THE VICTORY COURSE DEFINED

### GENERAL PURPOSE

To give a course of lectures designed to help students do their part more adequately in services most likely to be useful both now and after the war.

To give, through these lectures, simple, clear information that will help students:

1. To adjust themselves quickly to new situations;
2. To take individual responsibility for becoming more efficient;
3. To help those incapable of helping themselves;
4. To be real assets in their communities.

### SPECIFIC OBJECTIVES

I. To comply with the United States Government's request that great emphasis be placed on Child Care, Health, Nutrition, and Conservation.

This will be done by giving lectures on the following topics in the above fields:

1. Child Care
  - a. Essential health habits
  - b. Intellectual development
  - c. Social and emotional health
2. Health
  - a. Individual health
  - b. Remedial defects
  - c. Communicable diseases
  - d. Accidents and first aid
  - e. Mental health
  - f. Strains and stresses
3. Nutrition
  - a. Nutritive values and menu planning
  - b. Marketing, rationing and substitutes
  - c. Cooking principles
4. Conservation
  - a. Clothing
  - b. Equipment
  - c. Time and energy





II. To correlate these lectures with the present demands made on the students both in and out of school.

## VICTORY COURSE INFORMATION AND REQUIREMENTS

### GENERAL INFORMATION

While this course is given because of a real need for the information it presents, it does take time that would otherwise be given to other school work. It must, therefore, be given credit, have substantially the same standards as other academic courses and have a final examination. To supplement the final examination, teachers may give short tests during the course.

The requirements are the same for all the pupils who take the course.

REQUIREMENTS: One hour a week of assigned preparation.

Weekly assignments will be posted on the "Victory Bulletin Board" in the library. Watch the board for information, as each student will be held responsible for keeping all requirements up to date. Set up a note book that will take care of all notes, mimeographed material, and pamphlets. Keep all material collected and in good condition. It will be checked from time to time.

### ATTENDANCE

Hand in each Wednesday when you come to class a statement of the work you have done for that week. Be sure to sign your name. If the work has not been done, write this fact and the reason for it on your statement.

Following an absence you will receive a notice of the assignment for the period you have lost.



VICTORY COURSE  
FIRST MEETING - JANUARY 6, 1943

A WORLD AT WAR CALLS ON ITS CITIZENS TO

Learn new things fast  
Look for what is important and drop out the unimportant  
Find out what one as an individual can and should do  
Be responsible for making themselves efficient (not a  
drag on the community)  
Help those incapable of being self-dependent, -  
children, sick, crippled, poor, old.

THE UNITED STATES AT WAR IS CALLING FOR TRAINED PEOPLE TO  
CARE FOR THE CHILDREN WHOSE MOTHERS ARE CALLED INTO WAR  
INDUSTRIES

THE ADULT, CARING FOR PRE-SCHOOL CHILDREN, MUST REMEMBER THAT

The adult is absolutely necessary to these children  
The adult must check what she does in terms of these  
three charm words:

SECURITY - Is each child building up a feeling of  
security and adequacy in each situation  
that is new or hard for him?

GROWING INDEPENDENCE - Is each child learning to  
do as much for himself as he can?

GROWING PURPOSEFULNESS - Is each child learning  
to choose his own activities wisely  
and to finish what he has chosen to do?

TYPES OF PLACES IN WHICH PRE-SCHOOL CHILDREN ARE BEING  
CARED FOR:

- A. Day Nurseries designed to care for children of  
working mothers -  
Sometimes open from 6:30 A.M. to 7 P.M.  
Provide breakfast, dinner, and supper when  
necessary  
Take care of older children as well as pre-school  
children  
Have a trained staff and often volunteers.





B. Nursery Schools caring for children from 9-12 A.M.  
or from 8 A.M. to 4 P.M.

Provide for dinner at noon and opportunity for  
sleeping

Have a trained staff and some volunteers.

C. Child Care Centers providing care for older children  
as well as pre-school children

Have a trained staff and many volunteers.

D. Individual mothers taking extra children into their  
homes.

---



THE NURSERY SCHOOL TEACHER SAYS -

THE FEELING OF SECURITY IS OF THE UTMOST IMPORTANCE TO  
A CHILD LEAVING HIS HOME

A child new in a group often needs just one adult  
Make friends with the new child  
Make as few demands as possible of him until he  
feels at home  
Set up a cheerful, unhurried atmosphere  
Speak softly, move slowly, and be gentle

CHILDREN MUST HAVE A WELL BALANCED DAY

Activity - outdoors if possible, - running, climbing,  
playing freely and often noisily  
Indoors - hammering, riding tricycles,  
climbing, lively rhythms  
Quiet - music, stories, rest, sleep, doll play,  
working at tables with crayons, paste,  
paint, clay, etc.  
Food - fruit juice or milk with cracker for the  
short day  
a hearty, well balanced dinner at noon

CHILDREN NEED REST - ADULTS CAN HELP THEM FORM GOOD REST AND  
SLEEP HABITS

Prepare the room for resting - good ventilation, right  
temperature, darken the room, put toys  
away, etc.  
Have a quiet period before bed - story or music  
Be sure the child is comfortable, has been to the  
bathroom, and had a drink of water if  
necessary  
Expect children to rest - be calm, leisurely,  
confident and relaxed

CHILDREN NEED FOOD - ADULTS CAN HELP THEM FORM GOOD EATING  
HABITS

Try to make them hungry - outdoor exercise plus ade-  
quate rest encourages appetite





Do not worry about a child's eating and do not force him. If hungry he will eat.

The adult should serve each child individually according to his present appetite, likes, and dislikes.

Serve small portions, encourage a child to ask for more, expect him to eat what is before him.

Accept refusals to eat in a matter-of-fact, undisturbed way, but do not substitute other foods.

A cheerful and pleasant atmosphere is important to digestion.

Allow children to help by serving, pouring milk, clearing table.

An adult at a children's table is an example to them - Eat the same food the children have.

Take, if necessary, a small portion of disliked food but do not talk about it.

TO THE HONORABLE MEMBERS OF THE HOUSE OF REPRESENTATIVES  
OF THE STATE OF NEW YORK  
IN SENATE  
JANUARY 11, 1877.  
REPORT  
OF THE  
COMMISSIONERS OF THE LAND OFFICE  
IN RESPONSE TO A RESOLUTION  
PASSED BY THE SENATE  
MAY 1, 1876.  
ALBANY: J. B. LIPPINCOTT & CO. PRINTERS.  
1877.

ALBANY: J. B. LIPPINCOTT & CO. PRINTERS.  
1877.

VICTORY COURSE READING  
FIRST ASSIGNMENT, JANUARY 6-13

LECTURE SUBJECT:

THE PRE-SCHOOL CHILD, HIS HABIT NEEDS AND TRAINING

BOOKS

		<u>Pages</u>
Alschuler, Rose H.	To to Six	15-52
Updegraff, Ruth	Practice in Pre-School Ed.	48-94

MAGAZINES

Childhood Ed.	May 1936	
	An Hour with Mary Ellis	368-371
Childhood Ed.	October 1935	
	Entering Kindergarten and what it means to a child	23-28
Progressive Ed.	January 1941	
	Joyce from Two to Five	46-53
Progressive Ed.	March 1941	
	What can the Nursery School Teach Us?	149-152

PAMPHLETS

Nursery Training School of Boston	
	A Child's World
Mass. Dep't of Public Health	
	Your Pre-School Child
	Food for the Little Child
	Good Eating Habits
	One to Six
John Hancock Mutual Life Insurance Company	
	Between Two Years and Six
Metropolitan Life Insurance Company	
	Out of Babyhood into Childhood
U.S. Dep't of Agriculture, Leaflet #42	
	Good Food Habits for Children
National Association for Nursery Ed.	
	Cultivating the Roots of Democracy



# THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE

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1912

1912  
1911  
1910

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21-30	THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE	21-30
31-40	THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE	31-40
41-50	THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE	41-50
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71-80	THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE	71-80
81-90	THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE	81-90
91-100	THE JOURNAL OF THE ROYAL ANTHROPOLOGICAL INSTITUTE	91-100

ADVERTISEMENTS

Advertisements in this Journal are accepted for publication on the following conditions:—  
1. That the advertisement shall be of a nature calculated to do good, and shall not be of a character likely to offend the public.  
2. That the advertisement shall be of a nature calculated to do good, and shall not be of a character likely to offend the public.  
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## VICTORY COURSE

SECOND MEETING - JANUARY 13, 1943

### THE NURSERY SCHOOL TEACHER SAYS (Continued)

#### CHILDREN NEED PHYSICAL ACTIVITY - ADULTS SHOULD GIVE THEM THE RIGHT EQUIPMENT

Give pre-school children sufficient space for running, riding tricycles, etc. If possible this should be enclosed.

Set up climbing apparatus such as stairs, large blocks, boxes, ladders, slide, jungle gym, etc.

Provide push and pull toys such as carts, wheelbarrows, sleds, etc., both large and small.

If possible find a place for digging with real shovels.

Select equipment for the development of specific coordination, such as tricycles, swings, rocking board or chair, and see-saws for the four and five year olds.

#### CHILDREN NEED CLOSE AND INTELLIGENT SUPERVISION - ADULTS MUST SET UP A SAFE SITUATION WITHOUT MAKING CHILDREN FEARFUL OR TOO CONSCIOUS OF BEING WATCHED

Remove apparatus not suitable for the age of the group being cared for.

Know where the children are - keep eyes and mind on their own group.

Avoid accidents by being in the right place at the right time.

Watch especially the insecure child, - encourage, guide, and let him work out as much as he can by himself.

Guide social relationships, - show how to share, help settle arguments.

Take notes, - new accomplishments, progress in settling own battles, development of the shy or fearful child, evidence of thoughtfulness, and cooperative play.

Be mentally alert even though physically inactive.

# THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES OF AMERICA

FROM 1776 TO 1876

THE HISTORY OF THE UNITED STATES OF AMERICA

THE HISTORY OF THE UNITED STATES OF AMERICA

THE HISTORY OF THE UNITED STATES OF AMERICA

THE HISTORY OF THE UNITED STATES OF AMERICA

THINGS TO KNOW AND REMEMBER

GROWTH of the little child is a basic need. Measure it largely by his development in Security, Independence, and Purposefulness.

HEALTH is a basic foundation. Its supporting elements are Food, Rest, and Physical Activity.

OLDER CHILDREN have the same basic needs and should be helped to grow as long as growth is possible, and to develop health that will support them Physically, Mentally, Socially, and Emotionally.

ADULTS must help older children to become increasingly responsible for their own growth and health by:

Analyzing their needs as carefully as they would those of the little children,

Giving them help on the level of their needs and knowledge,

Helping them build up their own health foundation on Food, Rest, Exercise,

Helping them use the same measures of growth, i.e. Development of Security, Self-dependence, Ability to set and attain goals.





VICTORY COURSE READING  
SECOND ASSIGNMENT, JANUARY 13-20

LECTURE SUBJECT:

THE PRE-SCHOOL CHILD, HIS HABIT NEEDS AND TRAINING

BOOKS

		<u>Pages</u>
Alschuler, Rose H.	Two to Six	15-52
Blatz and Blott	The Management of Young Children	87-104
Foster and Matson	Nursery School Education	49-70
Meek, lois H.	Your Child's Development and Guidance	57-61
Smith and Thom	Health - Physical, Mental and Emotional	169-175
Updegraff, Ruth	Practice in Pre-School Ed.	61-66

MAGAZINES

Childhood Ed.	April 1937	
	Playground Equipment	354-357
Childhood Ed.	April 1935	
	Why Nursery Ed.?	291-294
Childhood Ed.	March 1933	
	A Hospital Nursery School	312-318
Childhood Ed.	March 1937	
	Why Physical Ed. in the Early School Years	297-301

PAMPHLETS

U. S. Department  
of Labor - Ch. Bu. Pub. #210 - 1935  
Good Posture in the  
Little Child

# UNITED STATES DEPARTMENT OF AGRICULTURE

## BUREAU OF PLANT INDUSTRY

WASHINGTON, D. C.

OFFICE OF THE CHIEF, BUREAU OF PLANT INDUSTRY

1917

No.	Name of Plant	Description of Plant
1-1	Cotton	Gossypium hirsutum
1-2	Wool	Lambswool
1-3	Silk	Bombyx mori
1-4	Hemp	Cannabis sativa
1-5	Flax	Linum catharticum
1-6	Jute	Corchorus capsularis
1-7	Ramie	Boehmeria nivea

1918

No.	Name of Plant	Description of Plant
1-8	Cotton	Gossypium hirsutum
1-9	Wool	Lambswool
1-10	Silk	Bombyx mori
1-11	Hemp	Cannabis sativa
1-12	Flax	Linum catharticum
1-13	Jute	Corchorus capsularis
1-14	Ramie	Boehmeria nivea

1919

UNITED STATES DEPARTMENT OF AGRICULTURE  
BUREAU OF PLANT INDUSTRY  
WASHINGTON, D. C.

## VICTORY COURSE

THIRD MEETING - JANUARY 20, 1943

Lecture by Dr. Dorothea May Moore,  
Instructor in Pediatrics, Harvard Medical  
School; Associate Physician on the Medical  
Staff, Children's Hospital, Boston.

### A WORLD AT WAR - THREE SKILLS NECESSARY FOR THE AVERAGE GIRL:

To drive a car  
To run a typewriter  
To be able to care for a baby or young child

CHILD CARE - EVERY GIRL IS NOT ASKED TO BE A SPECIALIST IN  
CHILD CARE BUT SHOULD BE AN INTELLIGENT  
ASSISTANT

SIZE - A knowledge of normal size is important and also  
what the child does with his size.

A normal baby trebles his weight the first year,  
i.e. 7 lbs. to 21 lbs.

First year of life is the period of rapid  
growth - actually a lot of work.

After first year growth is continuous until  
puberty.

At puberty rapid growth again occurs.

Fatigue has to be considered in relation to  
the growth of a child.

CHANGE IN BODY PROPORTIONS - Side by side with the baby's  
growth a rearrangement of  
bodily proportions occur.

At birth a baby's trunk and legs are equal, the  
head is larger than the chest.

The chest and trunk outgrow the size of the head  
in the first two years.

A baby changes from a square to a thin and long  
body contour.

One should develop a sense of normality in order  
to recognize abnormality.





Victory Course - Third Meeting - January 20, 1943 (Cont'd)

Weight-Height scales should be used with care and reservation. They serve only as a guide and check in case a child deviates too far from his norm. There is a wide variation in the norms even within a single family.

TEETH

A child usually has 20 teeth by the end of the second year.

Four more teeth erupt at 6 years of age.

Teething may be a period of stress and strain for some children.

PHYSICAL SKILLS - One should have some mental picture of what is normal for a child at the different stages.

A child learns to hold up its head first.

A child learns to sit up at 6 months.

A child learns to walk at 1-1½ years.

A child learns to walk independently.

Some children begin to talk at 9 months.

Discrepancies between age and skill should definitely be given medical attention.

Discrepancies between age and size should probably be given medical attention.

EATING - A genuinely appetiteless child is a rarity.

Children should be allowed to take their time to eat but not dawdle. If a child realizes that his mother wants him to eat "more than anything" he will probably refuse, for he may get the desired attention by refusing to eat.

A child will eat better if there is less tension, less emotional strain and less hurry.

CONTAGIOUS DISEASES - In childhood almost all contagious diseases begin with diarrhea, vomiting, or sniffles.

At 2-3 years contagious diseases are much more dangerous than in later life. Young children should be protected before they enter school. Diphtheria and smallpox can be absolutely avoided by inoculation and vaccination.



Victory Course - Third Meeting - January 20, 1943 (Cont'd)

Whooping cough can be enormously reduced by  
innoculation.

Schick test is given for diptheria.

Vaccination is given for smallpox.

When symptoms of minor illnesses appear it is  
desirable to:

Send the child home, if possible.

Take the child from the group - a separate  
room.

Consult a doctor for any child who complains  
of pain in the legs or joints.

Consult a doctor for a child whose mucous  
membrane is pale, - he is probably anaemic.

Consult a doctor for a child who has not been  
trainable in his habits of elimination at  
two years. A medical review of his case  
should be made.

Let a child who is afraid or unhappy cry and  
talk about it. War experiences in England  
show that this is desirable.

COMMUNITY RESOURCES - THESE MUST BE USED IN THE MOST  
EFFECTIVE WAY, BECAUSE OF THE  
SHORTAGE OF DOCTORS AND NURSES.

All people who deal with children must be intelligent  
as to when a physician's care is needed.





VICTORY COURSE READING  
THIRD ASSIGNMENT, JANUARY 20-27

LECTURE SUBJECT:      THE PRE-SCHOOL CHILD - PEDIATRICS

BOOKS

		<u>Pages</u>
Clendenning, Logan	The Human Body	3-52
Kileher, Alice V.	Life and Growth	91-105
Turner - McHose	Effective Living	1-42
Wood and Lerrigo	Teaching How to Get and Use Human Energy	3-5

MAGAZINES

Hygeia	October 1942	
	Fatigue and Saboteur	740-775
Hygeia	November 1942	
	Wanted, Good Health	828-829
Hygeia	December 1939	
	If You Don't Keep Fit	1088-1090
Hygeia	August 1938	
	Growing Pains	711
Hygeia	January 1943	
	A Stutterer is what you make him	68-69
The Scholastic	February 23, 1942	
	Keep Fit and Like It	28
Journal of the Nat'l Ed. Ass'n	Your Health in the Making	51-52

PAMPHLETS

U. S. Department of Labor - Ch. Bu. #30	The Child from One to Six	Entire Pamphlet
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# UNITED STATES DEPARTMENT OF THE INTERIOR BUREAU OF LAND MANAGEMENT

WATER RESOURCES DIVISION - RIVER DIVISION - COLORADO

1964

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## VICTORY COURSE

FOURTH MEETING - JANUARY 27, 1943

A WORLD AT WAR CALLS ON ITS CITIZENS TO BE INDIVIDUALLY  
EFFICIENT

CELLS - ALL LIVING THINGS ARE COMPOSED OF UNITS CALLED CELLS.

Cells are alive.

Cells react to stimuli.

Cells reproduce by dividing.

The human body is composed of billions of cells:

TISSUES, ORGANS, SYSTEMS.

Metabolism is the building up and breaking down of  
body cells.

THROUGH SYSTEMS WORKING TOGETHER, THE BODY GROWS AND FUNCTIONS  
AS A COMPLETE HUMAN BEING.

### THE SKELETAL SYSTEM

Bones form the framework of the body,  
protect the softer organs,  
manufacture red blood cells.

Joints make motion possible.

Muscles contract to move bones,  
develop only with use.

### THE TEGUMENTARY SYSTEM

Skin and Mucous Membranes protect the parts  
they cover.

THE NERVOUS SYSTEM PROVIDES COMMUNICATION FOR ALL PARTS  
OF THE BODY.

THE CIRCULATORY SYSTEM IS THE TRANSPORTATION AGENT.

Blood flows through Arteries, Veins, Capillaries.  
Blood carries Oxygen, Food, and Water to the cells.  
Blood carries Carbon Dioxide and Waste Materials  
away from the cells.

Heart pumps the blood.

Pulse registers the number and strength of the  
heart beats.



REPORT OF THE

COMMISSIONER OF THE GENERAL LAND OFFICE

IN RESPONSE TO A RESOLUTION OF THE HOUSE OF REPRESENTATIVES

PASSED MAY 10, 1870, AND A RESOLUTION OF THE SENATE

PASSED MAY 10, 1870, CONCERNING THE  
LANDS BELONGING TO THE UNITED STATES  
AND THE METHOD OF DISPOSING OF THEM  
IN CONNECTION WITH THE  
REVENUE OF THE TERRITORIES

AND THE METHOD OF DISPOSING OF THEM  
IN CONNECTION WITH THE  
REVENUE OF THE TERRITORIES

BY THE COMMISSIONER

OF THE GENERAL LAND OFFICE  
WASHINGTON  
1871

IN RESPONSE TO A RESOLUTION

OF THE HOUSE OF REPRESENTATIVES  
PASSED MAY 10, 1870

AND A RESOLUTION OF THE SENATE  
PASSED MAY 10, 1870

CONCERNING THE LANDS BELONGING TO THE UNITED STATES

AND THE METHOD OF DISPOSING OF THEM  
IN CONNECTION WITH THE  
REVENUE OF THE TERRITORIES  
AND THE METHOD OF DISPOSING OF THEM  
IN CONNECTION WITH THE  
REVENUE OF THE TERRITORIES

Victory Course - Fourth Meeting, January 27, 1943 (Cont'd)

THE RESPIRATORY SYSTEM PROVIDES OXYGEN FOR EVERY CELL  
AND CARRIES CARBON DIOXIDE AWAY.

Lungs are organs through which osmosis of oxygen  
and carbon dioxide takes place.

Nose and Sinuses warm and moisten air.

THE DIGESTIVE SYSTEM CHANGES FOOD INTO ABSORBABLE FORM  
AND DISCHARGES RESIDUE.

Digestive Organs are Mouth, Throat, Esophagus,  
Stomach, Small Intestine, Large Intestine,  
Rectum.

Digestion begins in the mouth and ends in the  
large intestine.

THE EXCRETORY SYSTEM ELIMINATES WASTE FROM THE BODY.

Organs are Liver, Kidneys, Bladder.

THE ENDOCRINE SYSTEM IS THE TIMING AGENT.

Ductless Glands secrete the Hormones.  
Hormones are the Chemical Messengers.

THE REPRODUCTIVE SYSTEM PROVIDES FOR THE REPRODUCTION  
OF ITS OWN KIND.

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VICTORY COURSE READING  
FOURTH ASSIGNMENT, JANUARY 27-FEBRUARY 3

LECTURE SUBJECT:        THE HUMAN ORGANISM

BOOKS

Giles, Nell	Susan, Be Smooth	Entire book
Lane, Janet	Your Carriage, Madam	" "
Peattie, Donald C.	This is Living	" "
Rice, Thurman B.	Living	pps. 119-156
Turner-McHose	Effective Living	" 1-42
Wadsworth, Ruth	Charm by Choice	" 53-68

MAGAZINES

Hygeia	August 1942	
	Fitting Feminine Form	P. 581
Hygeia	August 1939	
	Mechanics of Health	p. 712
Hygeia	June 1938	
	There was a Crooked Man	p. 495
The Scholastic	February 1939	
	Stand Up	p. 27 E

PAMPHLETS

Nat. Tuber. Ass'n	Growing Healthfully	pps. 2-6
Met. Life Ins. Co.	Good Posture for	
	Defense of Health	
	and Country	
Women's Foundation		
for Health Inc.	Handbook on Positive	
	Health	pps. 93-100



# UNITED STATES DEPARTMENT OF AGRICULTURE BUREAU OF PLANT INDUSTRY

OFFICE OF THE CHIEF, BUREAU OF PLANT INDUSTRY  
WASHINGTON, D. C.

## REPORT

<p>PLANT INDUSTRY BUREAU OF PLANT INDUSTRY WASHINGTON, D. C.</p>	<p>PLANT INDUSTRY BUREAU OF PLANT INDUSTRY WASHINGTON, D. C.</p>	<p>PLANT INDUSTRY BUREAU OF PLANT INDUSTRY WASHINGTON, D. C.</p>
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## REPORT

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## REPORT

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## VICTORY COURSE

FIFTH MEETING - FEBRUARY 3, 1943

### PREVENTION AND CORRECTION OF REMEDIAL DEFECTS

REMEDIAL DEFECTS ARE PHYSICAL IMPERFECTIONS WHICH CAN BE MORE OR LESS EASILY REPAIRED.

Carious, or decayed, teeth - Can be repaired.  
Postural defects - Can usually be prevented.  
Imperfect eyesight - Can very often be corrected.  
Ear and hearing difficulties - Can sometimes be cured, often corrected to a large degree.  
Underweight and overweight - Usually improved by Food, Rest, and Exercise.  
Menstrual pains - Usually controlled by good hygiene.  
Constipation - Can be overcome by good habits.  
Diseased tonsils - Can be removed.  
Enlarged adenoids - Can be cut out.

### CARIOUS OR DECAYED TEETH

Decay - Begins with a break in the enamel.  
Is caused by acids and bacteria.  
Destroys the soft inner structure.

Unchecked decay -  
Leads to infection of blood vessels and nerves.  
Kills teeth.  
Spreads infection to root of tooth and possibly to the jaw bone.  
Causes bacteria and poisons to travel from infected tooth, and may result in:  
  
Damage to joints, eyes, sinuses, etc.,  
Swollen neck glands and thyroid,  
Infected tonsils,  
Other disorders.

Diet is of the utmost importance in forming and maintaining good teeth, both before the baby is born and throughout life.

GENERAL PRINCIPLES

THESE PRINCIPLES ARE THE BASIS OF THE

TECHNIQUE AND THEORY OF THE

TECHNIQUE AND THEORY OF THE

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## PREVENTION AND CORRECTION OF REMEDIAL DEFECTS (continued)

### ORTHOPEDIC DEFECTS - GENERAL POINTS TO KNOW AND REMEMBER ABOUT POSTURE

There is a period of very rapid growth in the early teens, the rate of growth gradually lessening until bones are fully ossified.

Accidents to joints occur easily at the time of rapid growth.

Both rest and exercises are used to correct postural defects.

Sloppy posture habits are usually due to chronic over-fatigue.

Beware of constantly telling children to "sit up", "stand up". They may need to lie down instead.

Today poor feet are considered to be one of our great weaknesses.

### ORTHOPEDIC DEFECTS - SPECIFIC ERRORS TO UNDERSTAND AND AVOID

Poor weight bearing lines

Pronation

Bow legs

Knock knees

Tilted pelvis

Round shoulders

Forward head

### IMPERFECT EYESIGHT

The eye is a highly specialized organ, very delicate in structure. TAKE CARE OF YOURS.

### CARE OF THE EYES

Have sufficient light, but no glare.

Have light on work, but not shining in the eyes.

Have light shine over left shoulder.

Break the strain of continuous work by looking away, or by closing the eyes frequently.

Do not bend neck forward too sharply while reading, either when sitting or lying down.

Do not read print in moving vehicle.

Avoid too much reading when ill.



RESEARCH IN THE HISTORY OF THE UNITED STATES  
(continued)

RESEARCH IN THE HISTORY OF THE UNITED STATES  
(continued)

There is a need for more research in the field of  
the history of the United States. The field is  
wide and varied, and there is much to be learned  
from the study of the past. The history of the  
United States is a story of growth and change,  
and it is important to understand the forces  
that have shaped the nation. The study of the  
past can help us to understand the present and  
to plan for the future. The history of the  
United States is a story of the struggle for  
freedom and justice, and it is a story that  
inspires us to work for a better world.

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freedom and justice, and it is a story that  
inspires us to work for a better world.

## PREVENTION AND CORRECTION OF REMEDIAL DEFECTS (continued)

### COMMON DEFECTS CORRECTABLE BY GLASSES

Farsightedness  
Nearsightedness  
Astigmatism

### DEFECTIVE HEARING

The ear is composed of three parts: External ear,  
Middle ear, Inner ear. It is a delicate  
organ. TAKE CARE OF YOURS.

### CARE OF EARS

Prevent colds because -

Infection from nose and throat is easily  
carried to middle ear and mastoid bone.  
Frequent colds may easily cause deafness.  
Prevent communicable diseases of childhood,  
if possible.  
Remove enlarged adenoids.

### UNDERWEIGHT AND OVERWEIGHT

Authorities tell us that when full growth is  
reached there is probably a particular weight  
for each person, which is optimum (best) for  
that person, and at which he will look, feel,  
and act his best.

### UNDERWEIGHT

It may come from temporary or chronic illness.  
It may be due to -

poor habits,  
overfatigue and lack of rest,  
lack of fresh air and sunlight,  
lack of outdoor exercise,  
inadequate diet.

It may be corrected by -

more rest or different food,  
diet prescribed by a physician.

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## PREVENTION AND CORRECTION OF REMEDIAL DEFECTS (continued)

### OVERWEIGHT

It may come from -

poor regulation of diet - usually,  
low metabolism - very rarely.

It may cause -

a tendency to diabetes, after the age of  
35, a strain on heart, kidneys, or blood  
vessels, liver and gall-bladder disease.

Be wise in controlling overweight.

The omission of sweets is often successful.  
Total calories should be reduced, but only  
on the recommendation of a physician.  
Outward application of special soaps, salts,  
creams, etc., are useless.  
Do not use reducing medicines.  
Quack cures are very dangerous to general  
health.  
THERE IS NO EASY WAY TO REDUCE OVERWEIGHT.

### MENSTRUAL DISCOMFORT

Menstruation is a perfectly normal function  
occurring every twenty-eight days, lasting from  
one to six days, and should be free from major  
discomfort.

### GENERAL POINTS TO KNOW AND TO REMEMBER

If menstruation is normal no change need be made  
in the daily routine, provided the daily  
routine is a good one.  
Young people are excused from active sports in  
order to protect the few who might be harmed.  
Avoid overfatigue and chilling.  
It is important to get extra sleep.



THE UNIVERSITY OF CHICAGO  
(CHICAGO, ILL.)

January 19, 1944

Dear Mr. [Name]

Your letter of the 15th is received.  
I am sorry that I cannot

reply more fully.

I am sorry to hear that you are  
not well. I hope you will  
soon be better.

I am very sorry to hear that

you are not well. I hope you will  
soon be better. I am very sorry  
to hear that you are not well.  
I am very sorry to hear that  
you are not well. I hope you  
will soon be better. I am very  
sorry to hear that you are not  
well. I hope you will soon be  
better. I am very sorry to hear  
that you are not well. I hope  
you will soon be better. I am  
very sorry to hear that you are  
not well. I hope you will soon  
be better. I am very sorry to  
hear that you are not well. I  
hope you will soon be better.

Sincerely,  
[Signature]

I am very sorry to hear that  
you are not well. I hope you  
will soon be better. I am very  
sorry to hear that you are not  
well. I hope you will soon be  
better. I am very sorry to hear  
that you are not well. I hope  
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hope you will soon be better.

## PREVENTION AND CORRECTION OF REMEDIAL DEFECTS (continued)

Read these wise words understandingly -

"One of the most amazing prejudices still current among civilized women is that it is harmful to wash or bathe during menstruation."

Cold baths are never advised.

Discomfort can be caused by -  
    lack of muscle tone,  
    poor posture,  
    constipation,  
    overfatigue,  
    lack of moderate exercise.

### CONSTIPATION

#### GENERAL POINTS TO KNOW AND TO REMEMBER

Large numbers of people suffer more from fear of constipation than from constipation itself.

Avoid being misled by the ever present advertisements of cathartics and laxatives. Never take a cathartic unless it is prescribed by a physician.

Long delay in the evacuation of the bowels may cause discomfort but no serious harm.

Constipation may be avoided by -  
    regular toilet habits,  
    adequate rest and exercise,  
    good posture,  
    sufficient intake of water.

INVESTIGATION OF THE EFFECTS OF  
TEMPERATURE

ON THE RATE OF REACTION

OF THE OXIDATION OF  
HYDROGEN PEROXIDE BY  
FERRIC SULFATE IN  
ACIDIC SOLUTION

BY

W. J. M. R. VAN DER  
KAMPEL, J. H. VAN  
DER KAMPEL, J. H. VAN  
DER KAMPEL, J. H. VAN  
DER KAMPEL, J. H. VAN  
DER KAMPEL, J. H. VAN

RECEIVED

DECEMBER 15, 1954

The rate of reaction of hydrogen peroxide with ferric sulfate in acidic solution has been studied as a function of temperature. The rate of reaction increases with increasing temperature. The activation energy of the reaction is 14.5 kcal/mole. The reaction is first order with respect to hydrogen peroxide and second order with respect to ferric sulfate. The reaction is catalyzed by ferrous sulfate. The rate of reaction is independent of the concentration of the acid.

VICTORY COURSE READING  
FIFTH ASSIGNMENT, FEBRUARY 3-10

LECTURE SUBJECT:        REMEDIAL DEFECTS

BOOKS

Giles, Nell	Susan, Be Smooth	Entire Book
Lane, Janet	Your Carriage, Madam	" "
Rice, Thurman	Living	
	Malnutrition and	
	Overnutrition	pps. 10-19
	Eyes to See With,	
	Ears to Hear With	p. 157
	The Skin, Hair, Nails	p. 188
	The effect of Physical	
	Makeup on Personality	pps. 257-265
Turner-McHose	Effective Living	" 44-91
Wadsworth, Ruth	Charm by Choice	" 10-28

MAGAZINES

Hygeia	January 1943	
	Ten Million Deafened	pps. 24-25
		" 61-62
Hygeia	January 1943	
	Eye Emergencies	" 30-31
		p. 60
Hygeia	October 1941	
	Girth Control	pps. 778-780
		" 849-850
Hygeia	November 1942	
	The Melancholy Colon	pps. 822-823
		p. 869
Hygeia	June 1942	
	The Human Eye	p. 422
		pps. 423-470
		" 471-479
Hygeia	January 1942	
	Mineral Oil as a	
	Laxative	pps. 20-21
Hygeia	March 1942	
	Answers to Practical	pps. 186-187
	Questions on Menstruation	" 200-209





VICTORY COURSE READING  
(continued)  
FIFTH ASSIGNMENT, FEBRUARY 3-10

MAGAZINES (continued)

Hygeia	August 1937 Carthartic Conscious America	pps. 731-734
Hygeia	July 1935 Curious Facts About Constipation	pps. 584-587
Reader's Digest	November 1940 Once I Was Fat	pps. 70-72
Reader's Digest	February 1943 Town Without a Toothache	pps. 87-88
Harpers	October 1939 Why Can't We have Perfect Teeth?	pps. 498-502

PAMPHLETS

Antioch College	Walk in Beauty	Entire pamphlet
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1970-1971  
 (1970-1971)  
 1970-1971

	Description	Amount
1970-1971	1970-1971	1970-1971
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1970-1971	1970-1971	1970-1971
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1970-1971	1970-1971	1970-1971
1970-1971	1970-1971	1970-1971
1970-1971	1970-1971	1970-1971

## VICTORY COURSE

SIXTH MEETING - FEBRUARY 10, 1943

### BODY MECHANICS AND CONSERVATION

#### A WORLD AT WAR CALLS ON EACH HOME FOR EFFICIENCY AND CONSERVATION

Consider homemaking as a profession.  
Individual and family efficiency begins in the home.  
Good health and managerial ability are essential in the home as in the factory or the office.  
The saving of TIME AND ENERGY must be rated very high in training in efficiency.

#### A SCHEDULE SAVES TIME AND ENERGY.

It relieves uncertainty and nervous strain.  
It makes it possible to do more things in a given time.  
It makes possible regular planning for leisure, as well as for war activities.  
It lessens the length of the working day by avoiding time waste.

#### THE CORRECT USE OF PROPER EQUIPMENT SAVES TIME AND ENERGY.

Group equipment according to its uses for -  
Storing, refrigerating, preparing, cooking, serving, and clearing up food.  
Washing and ironing activities.  
General cleaning activities.  
Planning work.

Use equipment with the idea of saving steps.  
Select and set up equipment with WORKING HEIGHTS in mind.  
In this way make proper posture possible, save energy, and guard against fatigue.  
Keep equipment in good repair and use it properly.

#### CORRECT POSTURE AIDS IN AVOIDING UNNECESSARY FATIGUE.

Household activities call for lifting, stretching, bending, sitting and standing.





## BODY MECHANICS AND CONSERVATION (continued)

### CORRECT POSTURE AIDS IN AVOIDING UNNECESSARY FATIGUE (continued)

- Body positions are important in saving energy.
  - Lying down uses the least amount of energy.
  - Sitting uses four times as much as lying down.
  - Standing uses twelve times as much as lying down.
  - Bending uses fifty-five times as much energy as lying down.
- Conserve Energy.
  - Classify the sitting and standing types of jobs.
  - Sit whenever possible while preparing vegetables, washing dishes, etc.
- Avoid unnecessary stooping by selecting mops, brooms, and vacuum cleaners with handles long enough to allow the user to stand straight and with good posture.
- Learn to stand and bend properly.
- Stoop, when using brushes and pans with short handles, by flexing knees and squatting, thus using the heavy thigh muscles.
- Use the above method when picking things up, and when lifting weights.

### CORRECT METHODS IN MAKING A BED AVOID MUSCLE TIRE AND HELP INSURE A GOOD REST.

- Use the body properly while making a bed, avoiding wrong bending, stretching, etc.
- Make the bed correctly with the idea of insuring comfort and rest.
  - Air the bed thoroughly each day.
  - Turn the mattress each week; end to end one week, side to side the next.
  - Tuck bottom sheet in well at top and bottom.
    - A 108 inch sheet is desirable.
  - Miter the corners -
    - Lift lower edge to form triangle, and with other hand tuck base under mattress. Do this at all four corners, making sheet smooth and taut. (Squat, don't bend.)
  - Tuck top sheet well under mattress at the foot and have at least a six inch fold-over at top.
  - Keep right side of sheet toward body.
  - About ten inches from foot make a three inch fold across sheet to allow room for stretching.



## BODY MECHANICS AND CONSERVATION (continued)

### CORRECT METHODS IN MAKING A BED (continued)

Miter the bottom corners half way, leaving sheet free and with no chance for a trapped feeling. Blankets may be tucked in or half mitered. Fluff up the pillows well to circulate air. Put on spread allowing a thirty inch turn back at the top. Smooth up over pillows for neat bolster effect.

### THE KITCHEN SHOULD BE SET UP AS AN ORDERLY AND TIME SAVING OFFICE OF THE HOME.

Managerial ability is next to good health in home making and takes care of the budgeting of both time and energy.

Rhythm in arrangement makes work easier. (152 steps and 17 minutes were saved in getting one meal in a test kitchen by rearranging the work centers.) A good order would be -

Storage and refrigeration center,  
preparation and cleaning center,  
cooking and serving center.

Heights of equipment may be changed by the use of casters, blocks, racks, and platforms. Remember to plan for sitting.

A good step ladder solves many stretching problems and adds an element of safety.

The life of any equipment may be prolonged by thoughtful care.

#### The Refrigerator -

Place away from stove with free circulation of air.

Keep food covered, don't overcrowd.

Defrost when the ice coating is  $\frac{1}{4}$  inch thick.

Keep clean - wipe up spilled food, be careful of acids.

Clean thoroughly when defrosting - use soft cloth, soap and water and baking soda if necessary (1 teaspoon to a quart of water).

Follow manufacturer's instructions in regard to oiling.





BODY MECHANICS AND CONSERVATION  
(continued)

THE KITCHEN (continued)

The Range -

Avoid spilling food - wipe immediately  
when spilled.

Do not wipe enamel when hot - it will crack.

Use pots and pans that fit burner.

Turn down heat when liquid is boiling.

Turn off heat before removing pan from  
burner or from the oven.

Adjust gas burner for a clear blue flame.

Keep burner clean - if clogged clean holes  
with a pin.

Keep oven and broiling units immaculate.

Rotate use of burners on an electric stove,  
giving longer life to the unit.

When food is spilled on an open electric  
unit, allow it to char and then brush  
off with soft brush.

REMEMBER

TO BUY CAREFULLY

TO TAKE CARE OF THE THINGS YOU HAVE

TO WASTE NOTHING.



## VICTORY COURSE

EIGHTH MEETING - MARCH 3, 1943

### SAFETY

A WORLD AT WAR CALLS ON ITS CITIZENS TO WORK FOR SAFETY IN ALL PHASES OF LIFE.

"To insure maximum efficiency we must have maximum safety twenty-four hours a day - not only at work, but also on the highway, at home, everywhere." . . . "These unusual times require unusual safety efforts."

Franklin Delano Roosevelt,  
President of the United States

"When the President of the United States asked that 'Every citizen in public or private capacity enlist in this safety campaign against accidents' he meant YOU. The question remaining is not only WILL you do it, but HOW will you do it?"

Charles E. Hodges, Jr., President  
American Mutual Liability  
Insurance Company

### SMASH THE 7TH COLUMN AND HELP WIN THE WAR

HOME SAFETY - Do you know that:

"Accidental home deaths killed 31,500 people and injured 4,850,000 more last year - the equivalent of two United States Army divisions wiped out, and 242 divisions put temporarily out of action?"

Make YOUR home safe through

INTEREST - Learn habits of safety

INSPECTION - Give your home the kind of safety check-up that a safety engineer would.

ACTION - Eliminate or safeguard all accident hazards, both mechanical and personal.





## SMASH THE 7TH COLUMN AND HELP WIN THE WAR (continued)

### AUTOMOBILE SAFETY - Do you know that:

"More fatal accidents occurred on highways than in industry or in the home - 40,000 to be exact, approximately one every fifteen minutes all through the year. In addition, some 1,400,000 were injured. This is a most serious situation that demands your constant attention - as a motorist - as a pedestrian - or as a bicyclist?"

### TRAFFIC SAFETY

Traffic accidents are increasing in spite of the fact that there are fewer cars on the road than in previous years. WHY?

The unprecedented increase in the use of bicycles by young and old.  
War tension and fatigue cause slower responses to emergencies.  
Mechanical equipment is rapidly wearing out.  
There is more congestion in vital defense areas.  
The dimout makes driving at night extremely hazardous.

### PREVENT ACCIDENTS IN DRIVING

Drive only when physically fit. Fatigue is a major cause of accidents because the reaction time is slower.  
Learn that too much speed at the wrong time and place causes the most accidents. The national speed limit is 35 miles per hour.  
Be a courteous, common-sense driver. Giving the other fellow the right of way may save your life.  
If a beginner, drive cautiously and slowly, and be alert.  
Keep your car in good repair. The present government regulations are wise ones.  
Be alert to changing road conditions, and act accordingly.



SMASH THE 7TH COLUMN AND HELP WIN THE WAR  
(continued)

TRAFFIC SAFETY (continued)

THE SAFE DRIVER IS ONE WHO ANTICIPATES EACH CONDITION AND GEARS HIS DRIVING TO WHAT HE SEES COMING. ONE ERROR IN JUDGMENT OR ONE SECOND'S INATTENTION MAY COST YOU YOUR LIFE.

PREVENT ACCIDENTS IN BICYCLING

Remember that all the rules and regulations applying to a motorist also apply to the bicycle rider.

Unless you are thoroughly skilled in handling your bicycle, and completely resigned to abiding by traffic regulations, STAY OFF TRAFFIC FREQUENTED ROADS.

Carry books and bundles in a bicycle basket always.

Remember that the bicyclist is usually at fault in traffic accidents.

PREVENT ACCIDENTS IN WALKING

As a pedestrian you are a major factor in traffic accidents. THESE ARE YOUR RESPONSIBILITIES:

You must wear something white, such as a scarf, arm band, etc., when walking at night. The dimout has created an extreme hazard.

Face approaching traffic when walking on a road. Don't jay walk.

Wait for crossing lights.

Don't dart suddenly into the street without looking.

Don't step into street from between parked cars.

Don't step into street from behind bus or street car.

BE ALERT AT ALL TIMES.

SAFETY IN PUBLIC PLACES

PUBLIC BUILDINGS - AVOID THE MAJOR CAUSES OF ACCIDENTS

Laxness in building inspection. All public buildings should be inspected, and are required by law to maintain standards of safety. When





SMASH THE 7TH COLUMN AND HELP WIN THE WAR  
(continued)

SAFETY IN PUBLIC PLACES (continued)

PUBLIC BUILDINGS - AVOID THE MAJOR CAUSES OF ACCIDENTS  
(Continued)

there is laxness on the part of officials or owners, there are great dangers. It takes a Coconut Grove disaster to awaken a city to its responsibilities.

Panic. The majority of accidents are caused by panic of the people involved.

PUBLIC BUILDINGS - HELP MAKE THEM SAFE

Demand careful inspection at regular intervals.  
Be sure you know the location of exits.  
KEEP FREE FROM PANIC.

FACTORIES - FOLLOW THE SAFETY PRECAUTIONS SET UP

If you should work in a factory you will discover that it has a safety program of its own, rigidly adhered to.

Loss of working hours through accidents can slow up our war effort, and so factories do everything they can to prevent injuries.

SCHOOLS - KNOW THE DANGER POINTS

School is a relatively safe place - far safer than home or factory or car.

The eighth and ninth grades are the most hazardous. Rapid growth makes for over-fatigue and poor muscle control. The result may be accidents.

SCHOOLS - WAYS TO AVOID ACCIDENTS IN SPORTS

Work up to strenuous activity gradually.

Get nine or ten hours of rest daily.

Eat well-balanced meals regularly.

Have periodic physical examinations to determine fitness for sports, then follow the doctor's advice.



SMASH THE 7TH COLUMN AND HELP WIN THE WAR  
(continued)

SCHOOLS - WAYS TO AVOID ACCIDENTS IN SPORTS (continued)

Learn correct form in playing games - sliding in baseball, running, throwing ball, skiing, skating, etc.

Secure the right equipment - rubber shoes for basketball, correct skiing outfit, socks to avoid blisters and infection. Strap or bandage weak ankles or wrists.

Learn how to fall - roll; don't try to break fall with arm or leg; relax, don't stiffen.

Learn how to play. Learn to play in teams so that you will know how to help others, instead of injuring them.

Stop before you have tired yourself to the point of exhaustion.

Learn fundamentals before taking part in sports.

SCHOOLS - WAYS TO AVOID ACCIDENTS IN OTHER AREAS OF  
SCHOOL LIFE

Use halls and stairways correctly. Keep to the right and walk. Be courteous.

Follow fire drill rules with understanding.

Empty the building as quickly and quietly as possible.

Know the air raid precautions and type of drill worked out by the school.





VICTORY COURSE READING  
SIXTH ASSIGNMENT, MARCH 3-10

LECTURE SUBJECT:      SAFETY

BOOKS

		<u>Pages</u>
Reader's Digest	Anthology -	
	And Sudden Death	65-70
Rice, Thurman	Living	37
Turner-McHose	Effective Living	307-316

MAGAZINES

American Home	June 1942	
	There's no Place like Home for Accidents	78-81
Hygeia	February 1942	
	Home Defense Against Accidents	106-108 129-130
Hygeia	October 1942	
	Make Your Home Safe	746 789
Reader's Digest	August 1935	
	And Sudden Death	21-26
Red Cross Journal, Jr.	If You Wanted to Save a Life	94
Watch Magazine - American Mutual Insurance Company		Entire
Woman's Home Companion	September 1942	
	Don't Die for Hitler	21 26

PAMPHLETS

Metropolitan Life Insurance Company	How Safe is Home	Entire
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VICTORY COURSE READING  
SIXTH ASSIGNMENT, MARCH 3-10  
(continued)

PAMPHLETS (continued)

Employers Mutual Insurance Company	We Want Safe Workers Safety Suggestions for Retail Stores Safety Suggestions for Restaurants Safety Pays It's Smart to Drive Safely Take Salt to Beat the Heat Winter Hazards Skin Troubles in Industry Shop Safety Illustrated Safety Recommendations for Canneries Safety Recommendations for Meat Packing Plants Safety Recommendations for Construction, Maintenance and Operation of School Buses	Entire
Liberty Mutual Insurance Company	Smash the Seventh Column	
John Hancock Life Insurance Company	Safe at Home	
Aetna Casualty and Surety Company	Safety Shorts	
Massachusetts Safety Council	Prevent Off-the-Job Accidents	





## VICTORY COURSE

NINTH MEETING - MARCH 10, 1943

### FIRST AID

PREVENTION OF ACCIDENTS IS OF FIRST IMPORTANCE.

If we could have saved the time lost last year through preventable illnesses and accidents, we could have built 100,000 airplanes, 50 battleships, and 2500 tanks.

IN CASE OF ACCIDENT EVERYONE SHOULD BE PREPARED TO SAVE A LIFE AND TO REDUCE SUFFERING.

TAKE A RED CROSS FIRST AID COURSE AS SOON AS POSSIBLE.

JUNIOR Course, for those from 12 to 16 years of age.  
ADVANCED Course, for those of 17 or above second year in high school.

REMEMBER THAT AT THIS TIME YOU ARE NOT TAKING A FIRST AID COURSE. KNOW, ALSO, THAT THE FOLLOWING INFORMATION IS FUNDAMENTAL AND SHOULD BE KNOWN AND ACTED UPON BY EVERYONE WHETHER, OR NOT, A FIRST AIDER.

If you should see a person lying on the ground obviously injured, perhaps by a fall or hit by a car, the damage has been done. LEAVE HIM ALONE. DO NOT TRY TO MOVE HIM OR LIFT HIM TO HIS FEET. This is the first thing that people want to do to an injured person. If it is done it is often hard to tell which injury is the greater - that caused by the original accident, or the injury caused by picking up an injured person and rushing him to the hospital before there is any knowledge of his possible injuries.

THERE ARE THREE CONDITIONS THAT MUST BE TAKEN CARE OF IMMEDIATELY:

Serious bleeding,  
Stoppage of breath,  
Poisoning.



FIRST AID  
(Continued)

GENERAL DIRECTIONS:

Keep the victim warm. An injured person loses heat rapidly. Keep him warm with blankets, newspapers, etc., if possible underneath as well as on top.

Keep yourself cool.

Call the doctor and tell him:

The location of the injured person.

The nature, cause, and extent of injury.

The supplies available.

The first aid that has been given.

DO NOT BE HURRIED INTO MOVING THE INJURED PERSON.

NEVER TRY TO GIVE AN UNCONSCIOUS PERSON LIQUIDS.

HE MIGHT STRANGLE.

KEEP THE CROWD AWAY.

MAKE THE VICTIM AS COMFORTABLE AS POSSIBLE AND  
CHEER HIM.

WOUNDS - THERE ARE TWO EVER PRESENT DANGERS IN WOUNDS -  
SERIOUS BLEEDING AND INFECTION.

SERIOUS BLEEDING may be one of three types;

ARTERIAL BLEEDING - This is usually determined  
by a spurting or pulsating  
of the blood.

First Aid Care -

Elevate the part,

Apply pressure,

Call the doctor.

Special Care -

This bleeding may have to be controlled  
by use of pressure points or  
tourniquet.

The use of pressure points or tourniquet  
can be very dangerous if used by an  
untrained person. It is important to  
get instruction in their use, but do  
not practice on others.





FIRST AID  
(Continued)

WOUNDS (continued)

VENOUS BLEEDING - The blood flows rapidly in a steady stream, but does not spurt or have a pulsating motion to it.

First Aid Care -  
Elevate the part,  
Apply pressure along the edges of  
the wound,  
Apply a sterile compress,  
Bandage snugly,  
Call the doctor.

CAPILLARY BLEEDING - This usually comes from a small cut or scratch.

First Aid Care -  
Apply sterile dressing.

INFECTED WOUNDS may occur at any time when the skin is broken. If infection is present SEE A DOCTOR AT ONCE. There is no time to lose as infection can spread very rapidly. Punctured wounds are the most liable to infection and should be seen by the doctor.

SHOCK - Some degree of shock occurs in all accident cases and can be caused by an emotional strain, such as a near accident. Shock is caused by a relaxation of the blood vessels, and by a concentration of the blood in the abdomen. This is a serious condition and should not be treated lightly.

First Aid Care -  
Keep the victim warm and lying down.

FRACTURES - THERE ARE TWO KINDS, SIMPLE AND COMPOUND.

SIMPLE FRACTURES - Any broken, cracked, or chipped bone.



FIRST AID  
(Continued)

COMPOUND FRACTURES - The bone is broken, and in addition there is a wound from the break to the surface of the skin.

First Aid Care -  
Do not move the victim,  
Keep him warm,  
Call the doctor.

BURNS AND SCALDS - These cause the death of more children than any other type of accident, and most of these could be prevented.

DEGREES OF BURNS -  
First degree - The skin is reddened.  
Second degree - The skin is blistered.  
Third degree - The skin is charred.

Shock is usually severe if the burn is at all extensive.

First Aid Care -  
Apply sterile dressing soaked in warm baking soda solution. Avoid the use of oils and greasy ointments.

NOSE BLEED

First Aid Care -  
Sit down with head slightly back,  
Put cold application on neck and forehead,  
Apply external pressure on nostrils,  
Call doctor if bleeding does not stop in 15 minutes.

DOG BITES - As there is danger of rabies from dog bites the police must be notified and the dog identified.

First Aid Care -  
Wash wound in running water,  
Call the doctor at once.





FIRST AID  
(Continued)

FOREIGN BODIES IN EYES -

First Aid Care -

Do not touch eye,  
Hold hands behind back and count sixty,  
If foreign body is not washed by this  
method get a first aider to remove it.

SPRAINS, STRAINS, BRUISES -

First Aid Care -

Elevate the feet,  
Apply cold applications,  
Call a doctor for diagnosis, there  
may be a fracture.



VICTORY COURSE READING  
SEVENTH ASSIGNMENT, MARCH 10-17

LECTURE SUBJECT: FIRST AID

BOOKS

		<u>Pages</u>
Red Cross	First Aid Textbook	1-7
Rice, Thurman	Living	189-198
Turner-McHose	Effective Living	316-321

MAGAZINES

Hygeia	June 1942	425
	Hand Hazards	446-447
Hygeia	March 1942	
	How Well Do You Know Your First Aid?	176-178
Hygeia	July 1940	
	Emergency Care of Broken Bones	599-601 670-671
Reader's Digest	May 1941	
	Samaritans of the Gold Cross	135-136
Reader's Digest	August 1942	
	Attention American First Aiders	39-40

REQUIRED ASSIGNMENT

One half hour of reading in Watch Magazine,  
War Edition, and in the pamphlet "Do You Make  
These Mistakes?" Aetna Casualty Company.





## VICTORY COURSE

TENTH MEETING, MARCH 17, 1943

### COMMUNICABLE DISEASES

AVOIDANCE OF COMMUNICABLE DISEASES IS OF PRIME IMPORTANCE

RESPECT THE AMAZING ABILITY OF THE BODY TO DEFEND  
ITSELF AGAINST ITS ATTACKERS

A growing knowledge of the human organism never fails to increase the feeling of mystery and excitement toward it, and respect for its marvelous powers.

Your body can be attacked by hundreds of diseases. Read a list of these and you will be amazed that it withstands so many.

Ignorance too often asks the body to fight against impossible odds. Remember what modern science can teach you.

Great diseases from little symptoms grow!  
Check infection at the start.

"Wear your rubbers" really says "Prevent pneumonia."

"Take it easy" really says "Defeat tuberculosis."

"Take your pencil out of your mouth" may say "Avoid scarlet fever."

IMMUNITY - THE POWER OF THE BODY TO RESIST INFECTION

Types of immunity may be classified as follows:

NATURAL IMMUNITY - means the lack of susceptibility to germs which attack other animals. (Cat typhoid)

LOCAL IMMUNITY - means that some tissues are immune, others are not. Diphtheria attacks the throat, but does not seem to attack other tissues.

ACQUIRED IMMUNITY- may come by having the disease (smallpox), or it may come from injection of a virus or a vaccine (Typhoid).



## COMMUNICABLE DISEASES (continued)

### IMMUNITY (continued)

PASSIVE IMMUNITY - may come from a protective serum, prepared in modern laboratories and injected into the body. (Antitoxin to prevent diphtheria)

### COMMUNICABLE DISEASES - AVOIDED BY TWO GENERAL METHODS

Make the body immune.  
Prevent germs from entering the body.

### COMMUNICABLE DISEASES - CONTROLLED THROUGH PUBLIC REGULATIONS

Quarantine, isolation of the sick, immunization of well persons, insect extermination, sanitation, etc.

### CONTAGIOUS DISEASES CAN BE CLASSIFIED INTO FOUR GENERAL GROUPS

ALIMENTARY DISEASES - Including cholera, typhoid fever, bacillary dysentery, trichinosis, hookworm, tapeworm.

#### Methods of Invasion -

Germs attack through digestive tract.  
Contaminated water, food supply, articles soiled by body discharge, flies, or carriers.

Prevention - Sanitation of water and food supply, Pure Food and Drug Laws, Government inspection, etc.

INNOCULATION DISEASES - Including malaria, yellow fever, plague, sleeping sickness, spotted fever, etc.

#### Methods of Invasion -

Through the skin, by biting insects, mosquitoes, lice, and itch mites.

Prevention - Kill insects.  
Keep insects away from sick people.  
Protect man from the insects.





## COMMUNICABLE DISEASES (continued)

CONTACT DISEASES - Including scabies, trachoma,  
pink eye, syphilis, gonorrhea,  
tetanus, rabies, etc.

Methods of Invasion - Direct contact.

Prevention - Eliminate the contact.

RESPIRATORY DISEASES - Including smallpox, chicken pox,  
measles, German measles, tuber-  
culosis, mumps, diphtheria,  
scarlet fever, common cold,  
influenza, whooping cough, pneu-  
monia, etc. (Especially important  
for persons living in this  
climate to know about)

Methods of Invasion -

Germs enter through the respiratory  
tract and are transmitted through  
secretions of the nose and mouth.

In talking, coughing, or sneezing,  
tiny droplets of water containing  
germs are sprayed into the air.

They may fall directly upon another  
person, or upon objects which are  
handled by others.

Warnings regarding colds, washing  
hands, disposing of contaminated  
handkerchiefs, spitting, etc., are  
attempts to break this sequence of  
infection.

Prevention - Isolate the sick.

Control the carriers.

TUBERCULOSIS - OF ALL THE RESPIRATORY DISEASES, TUBERCULOSIS  
AND THE COMMON COLD ARE OUR WORST ENEMIES

FACTS TO KNOW - Tuberculosis is a disease of youth from  
15 to 45 years of age. It kills  $2\frac{1}{2}$   
times as many people as smallpox,  
undulant fever, whooping cough,  
diphtheris, dysentery, menengitis, and  
malaria combined.

It is the leading cause of death for  
this age group.



## COMMUNICABLE DISEASES (continued)

### TUBERCULOSIS (continued)

#### FACTS TO KNOW (continued)

Certain groups are especially susceptible to tuberculosis.

Negroes,  
Young men in dusty industries,  
Young women, three times as many  
as young men,

People at war,

In spite of improved sanitation during the present war, England has found that tuberculosis has increased. Overwork, strain, and crowded conditions may account for this increase. It is expected that this country will also have an increase during the war.

We know how to prevent the disease.

This knowledge has resulted in a remarkable decrease in the disease. It could be wiped out if we discovered it in its early stages and started treatment immediately.

We know how to discover the disease.

We know how to treat the disease.

### THE COMMON COLD - ONE OF OUR WORST ENEMIES

FACTS TO KNOW - We actually know very little about the disease itself.

We know that:

It causes the greatest loss of time and energy of any contagious disease.

It is the forerunner of many other diseases.

It is highly infectious in its early stages.

There must be infection before you can "catch" a cold.



COMMUNICABLE DISEASES  
(continued)

THE COMMON COLD (continued)

FACTS TO KNOW (continued)

We do know something about prevention.  
Avoid overfatigue.

Stay away from a person with a cold  
and from an infected place.

Go to bed at the FIRST sign of the  
FIRST symptom. Half an hour then  
may save days and protect many  
people.



THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE

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Royal Society, 1, BEDFORD SQUARE, LONDON, W.C.1.  
The price of the Journal is 10s. 6d. per volume  
(four parts), and 2s. 6d. per part. Single  
parts may be ordered direct from the  
Royal Society, 1, Bedford Square, London, W.C.1.]

VICTORY COURSE READING  
EIGHTH ASSIGNMENT, MARCH 17-24

LECTURE SUBJECT: COMMUNICABLE DISEASES

BOOKS

		<u>Pages</u>
Williams	Healthful Living	467-503
Rice, Thurman	Living	
	Checking Respiratory Diseases	68-83
	Enemy of the Young, Tuberculosis	84-94
	Biological Environment	339-353
	Filth and Disease	354-364
	Men versus Insects	365-373
Turner-McHose	Effective Living	281-299

MAGAZINES

Harpers Magazine	November 1941	
	Wanted, Another Walter Reed	104-108
Hygeia	January 1942	
	Professor Leyland Chooses his Subject	22-23 61-62
Hygeia	January 1939	
	Why Children Catch Cold	28-30
Hygeia	January 1938	
	The Common Cold	15-17
Hygeia	January 1940	
	Public Malady No. 1	8-10 58
Reader's Digest	January 1942	
	Death to a Hemisphere Invader	104-108
Reader's Digest	January 1940	
	Public Malady, No. 1	28-30
The New Republic	December 15, 1941	
	Exit, the Common Cold	824-826



VICTORY COURSE READING  
EIGHTH ASSIGNMENT, MARCH 17-24  
(continued)

PAMPHLETS

John Hancock Insurance Company Conservation Series  
Preventing Diphtheris  
About Tuberculosis  
Pneumonia  
Home Care of Communicable Diseases  
That Mean Cold

Massachusetts Department of Public Health  
Protect Them Against Diphtheria  
Why be Vaccinated  
Measles

Metropolitan Life Insurance Company  
Health Heroes  
Robert Koch  
Walter Reed  
Edward Livingston Trudeau  
Florence Nightingale

Metropolitan Life Insurance Company  
Colds, Influenza, Pneumonia

Metropolitan Life Insurance Company  
Health Bulletin for Teachers

Parke Davis Company  
Fortresses of Health

Prudential Life Insurance Company  
The Common Diseases of Childhood





## VICTORY COURSE

ELEVENTH MEETING, APRIL 7, 1943

### NUTRITION

A STRONG, ALERT, AND PROPERLY FED NATION IS AS IMPORTANT AS  
A STRONG, ALERT, AND PROPERLY FED ARMY.

The present problem is to hold adequate standards during necessary war period when the food supply is limited.

Rationing is the systematic way of sharing shortages, but it opens up the possibility of an inadequate diet, which in turn may lower physical and mental efficiency.

An adequate diet is one that furnishes sufficient calories, (carbohydrates and fats) Proteins, minerals, vitamins, water, and bulk daily to:

- Furnish energy for the kind of life lived,
- Provide for growth and development,
- Regulate body processes,
- Maintain body weight,
- Furnish resistance to disease.

Evidences of good nutrition are:

- Straight, sturdy bones,
- Sound teeth,
- Good posture,
- Stable nerves.

It is important to establish good food habits. Poor diets may be due to economic factors; to lack of knowledge of food values; and to laziness in establishing good habits, or in overcoming poor ones.

It is important to have a knowledge of food nutrients, or constituents, in order to make correct choices and substitutes, when necessary. These constituents function in three ways:

- Provide material for the building and upkeep of the body.
- Supply the body with fuel substances which are burned or oxydized in the body, in order to supply energy for its activities.



## NUTRITION (continued)

Furnish substances by means of which processes in the body are regulated.

Furnish precursors from which the body makes its regulatory substances.

PROTEINS AND MINERALS ARE THE MATERIALS NECESSARY FOR BODY BUILDING AND UPKEEP.

PROTEIN IS THE ESSENTIAL MATERIAL FROM WHICH ALL LIVING TISSUE IS MADE.

### FUNCTIONS OF PROTEIN:

Promotes growth.

Repairs and rebuilds worn out cells daily.

Controls vital regulatory processes by entering into the structure of enzymes, red blood cells, and body fluids.

Provides a source of energy, but an expensive one.

### KINDS OF PROTEIN - COMPLETE AND INCOMPLETE.

Complete proteins are milk, meat, fish, eggs, cheese, nuts, soy beans. These contain the ten essential amino acids, on which growth and repair are dependent.

Incomplete proteins lack some of the ten essential amino acids. They are dried peas, beans, and lentils (legumes), cereal grains, and gelatine. These can supplement, but not take the place of complete proteins.

### FACTS ABOUT THE AMOUNT OF PROTEIN NEEDED:

Animal protein should make up at least two-thirds of the protein diet.

The actual amount depends upon age, sex, and activity.

Increased protein consumption is necessary during periods of growth, pregnancy, wasting illness and convalescence, and strenuous exercise.





NUTRITION  
(continued)

FACTS ABOUT THE AMOUNT OF PROTEIN NEEDED (continued)

Girls and women need, on the whole, 2-2½ ounces of protein daily. The following amounts of food would supply the needed protein:

4 oz. meat.....	1 oz. protein
1 qt. milk.....	1 oz. protein
1 egg.....	$\frac{1}{4}$ oz. protein
1 oz. cheese.....	$\frac{1}{4}$ oz. protein
2 slices of bread...	$\frac{1}{4}$ oz. protein
1 oz. nuts.....	$\frac{1}{4}$ oz. protein

There is little danger of deficiency in the United States unless:

The economic level becomes very low,  
Reducing diets are self-imposed,  
Protein of poor quality is used.

GOOD INFORMATION TO HAVE DURING THE RATIONING PERIOD.

Meat.....The cheaper cuts are as good a source of protein as the expensive cuts.

Variety meats, such as liver, kidneys, heart, brains and sweetbreads, have no bone, require fewer points, and are also excellent sources of vitamins.

"Extenders", such as soy beans, and whole-grain cereals may make meats go farther.

Cooking is important. Use a low temperature in roasting, 325°, Simmer instead of boil.

Fish.....Unrationed. Try new varieties. Use variety in cooking and include good condiments, lemon for vitamin C, parsley for vitamin A, etc.





NUTRITION  
(continued)

GOOD INFORMATION, ETC. (continued)

Poultry...Unrationed.

Eggs.....Unrationed. Use these in many ways, both as main dishes and in sauces. Cook in low temperature as they are toughened by hard cooking in high temperature.

Milk.....Unrationed. Use from  $1\frac{1}{2}$  pints to 1 quart a day for children and 1 pint for adults. Use freely in soups, sauces, and desserts.

Cheese....Rationed, except for soft cheeses. This is a good source of calcium, as well as protein.

Soy bean..Watch for recipes and use in many ways.

MINERALS, AS WELL AS PROTEINS, ARE FOR BODY BUILDING  
AND UPKEEP.

The improvement in nutritional well-being has resulted from recent discoveries about minerals. There are eleven, and possibly thirteen, in the body.

FUNCTIONS OF MINERALS:

They act as constituents of the mineral matter of bones and teeth, giving strength, rigidity, and permanence.

They are structural constituents of soft tissue, cells, and hemoglobin of the blood.

They act as constituents in regulatory functions, such as mineral salts in body fluids.

They preserve an acid-balance by giving acidity and alkalinity to the digestive juices, and by preserving neutrality in blood and tissue.



VICTORY COURSE READING  
NINTH ASSIGNMENT, APRIL 7-11

LECTURE SUBJECT: NUTRITION - BODY BUILDING MATERIALS

BOOKS

		<u>Pages</u>
Davis, Adele	Vitality through Planned Nutrition ; Proteins Minerals	1-10 52-72 297-377
Sherman-Lanford	Essentials of Nutrition - Proteins Minerals	90-107 108-177
Sense, Eleanora	America's Nutrition Primer (May be purchased for 10c at First National Stores)	
Turner-McHose	Effective Living - Food for the Body	128-150

MAGAZINES

Journal of Home      April 1943  
Economics      Symposium on Soybeans

PAMPHLETS

The American National Red Cross  
Food and Natrition      13-19  
(Buy in Stockroom)

Boston Better Business Bureau  
Facts for Meat Buyers

Household Finance Corporation  
Better Buymanship Bulletins

John Hancock Mutual Life Insurance Company  
Life Conservation Series:  
What to Eat and Why

National Dairy Council  
Building Blocks of Food

United States Department of Agriculture, Leaflet 166  
Soybeans for the Table  
Meat for Thrifty Meals





## VICTORY COURSE

TWELFTH MEETING - APRIL 14, 1945

### NUTRITION - FOOD FOR ENERGY

#### LIFE MEANS WORK

Every movement in life involves an expenditure of energy. The body needs food to maintain this energy during every living moment. It is easy to be aware of using energy during active muscular work. It is important to be equally aware that the body also uses energy when completely relaxed. It is used internally through the muscular work of the heart, breathing, digestion, circulation and other processes.

#### CALORIES - THE MEASUREMENT OF ENERGY

Energy spent appears so largely in the form of HEAT that the science of nutrition expresses its measurement in terms of heat.

A CALORY IS THE AMOUNT OF HEAT REQUIRED TO RAISE ONE KILOGRAM OF WATER 1 DEGREE CENTIGRADE (4 pounds of water to 1 degree Fahrenheit).

#### AMOUNT OF CALORIES NEEDED DAILY

This depends upon:

Size - Not just body weight, but surface area.

Activity -	Sitting	uses	up	about	100	calories
	Walking	"	"	"	200	"
	Dancing	"	"	"	300	"
	per hour.					

Sex - Boys usually require more than girls.

Condition of health - Nervousness and worry cause tenseness in muscles and so increase the energy requirements.



NUTRITION - FOOD FOR ENERGY  
(continued)

AMOUNT OF CALORIES NEEDED DAILY (continued)

This depends upon (continued)

Climate, Clothing, Shelter - Food is used more rapidly in a cold condition to keep the body warm and so more energy-giving foods are needed.

The brain acts as a "thermostat", working through the nervous and circulatory systems to maintain the body temperature at 98.6 degrees Fahrenheit. This is effected through the oxidation of foods.

Girls from 13 to 15 years require about 2800 calories daily.

Girls from 16 to 20 years require about 2400 calories daily.

ENERGY SUPPLYING FOODS

Proteins yield 4 calories per gram, but are usually utilized for building and repairing. They are expensive sources.

Carbohydrates (starches and sugars) yield 4 calories per gram.

Starches are found in cereal grains, cereal products such as bread, potatoes, and corn. Select dark whole grains, or "enriched" or "restored" products for valuable mineral and vitamin content.

Sugars are an attractive source of calories, but are a poor source for other nutrients. Select dried fruits or molasses for iron, as well as for a source of energy.

Fats yield 9 calories per gram. Choose these also for other nutrients such as:

Vitamin A in butter, cream, and fortified margarine.

Vitamin D in Fatty fish and fish liver oils.  
Vitamin B in peanut butter.





## NUTRITION - FOOD FOR ENERGY (continued)

CHOOSE YOUR CALORIES BY THE COMPANY THEY KEEP.

SCIENTIFIC RESEARCH IS GIVING US MUCH VALUABLE INFORMATION.  
BECOME FAMILIAR WITH IT.

Refined white flour and cereals are more attractive to many, but they lose much valuable mineral and vitamin content by the removal of the dark outer coating, and sometimes the germ.

Be informed as to substitute foods as they are important in rationing, and economizing.

### METHODS OF IMPROVING THE NUTRITIVE VALUE OF FOODS

"Enriched" foods have the vitamins and minerals added which were originally and naturally present in the raw unprocessed food. (Cream of Wheat) (enriched bread)

"Restored" foods have all of the known dietary essentials originally present in the raw unprocessed food put back. (Iodized salt)

"Fortified" foods have greater amounts of the dietary constituents added than were present in the raw unprocessed food. (By adding 9000 International units of vitamin A to margarine it may be used as a butter substitute.

### KNOWLEDGE OF ENERGY SOURCES SHOULD BE INTELLIGENTLY APPLIED.

Body weight is one index of good nutrition.

Check weight frequently, using the same scales and wearing the same clothing.

A large proportion of girls and young women keep themselves thinner than is best for health, happiness, efficiency, and longevity.

The body needs a moderate store of fat.

It protects the kidneys and vital organs by means of the intra-abdominal fats.





NUTRITION - FOOD FOR ENERGY  
(continued)

KNOWLEDGE OF ENERGY SOURCES, ETC. (continued)

The body needs a moderate store of fat (continued)

It protects the muscles from bruised through the sub-cutaneous fats.

It conserves body heat, and protects the body from the effects of sudden changes in temperature.

Underweight calls for nutritional remedy.

Consult your doctor.

Commonsense procedures are to:

Increase the caloric intake gradually and systematically in order to bring the body weight up to a standard for height. Modern weight tables give a 10% variation for lower or higher weight in order to consider the skeletal structure.

Select food for its nutritional value.

Stimulate appetite if necessary.

Avoid fatigue.

Take extra rest, especially before or after meals.

Get out of doors.

Overweight calls for nutritional remedy.

Consult your doctor.

Commonsense procedures are to:

Eat as little fat as possible, except butter or fortified margarine for vitamin A; fatty fish or fish liver oil for vitamin D; peanut butter for vitamin B.

Avoid pure sugars and starches since they supply only calories with few minerals and vitamins.

Provide carbohydrates in moderation with other food constituents to satisfy hunger, and maintain energy. (Whole grain cereals and one potato a day.)



NUTRITION - FOOD FOR ENERGY  
(continued)

KNOWLEDGE OF ENERGY SOURCES, ETC. (continued)

Overweight calls for nutritional remedy (continued)

Include the full daily protein requirements.  
Provide a full quota of vitamins and minerals.  
Eat a well-balanced breakfast to give energy  
enough to carry through the morning.  
Avoid in-between "snacks".  
Avoid fads and reducing diets.

Remember that strenuous dieting may be unsafe -

It is often a strain on the heart.  
It may lead to susceptibility to infectious  
disease, especially tuberculosis in young  
people.  
Reducing diets and methods are usually un-  
scientific and many reduce only the pocketbook.  
Some are harmful leading to cataracts and irri-  
tation of the alimentary canal.

Adopt a scientific attitude toward the whole subject.

Ask yourself "How does this food stand as a  
source of calories and how important is it as  
a source of protein, vitamins, and minerals?"

Keep in mind that it takes a surprising amount  
of energy JUST TO STAY ALIVE. No food is  
fattening unless in excess of what the body  
needs for building and energy requirements.

COUNT YOUR CALORIES BY THE COMPANY THEY KEEP.





VICTORY COURSE READING  
TENTH ASSIGNMENT, APRIL 14-21

LECTURE SUBJECT: NUTRITION - ENERGY GIVING FOODS

BOOKS

		<u>Pages</u>
Davis, Adele	Vitality Through Planned Nutrition Energy Requirements Sugar and Fats	73-105 34-51
Sherman-Lanford	Essentials of Nutrition Energy Aspects of Nutrition The Energy Need	52-73 74-89
Turner-McHose	Effective Living Using Food in the Body	152-168

PAMPHLETS

The American National Red Cross	Foods and Nutrition	7-13
The National Dairy Council	Building Blocks of Food	



## VICTORY COURSE

THIRTEENTH MEETING - APRIL 21, 1943

NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO LIFE.

### GENERAL INFORMATION ABOUT VITAMINS

They differ from other food nutrients in that they do not have to go through the process of digestion, but are used exactly as they occur.

An exceedingly small quantity is necessary for health and often life. One ounce of vitamin B will supply 80 people for one year.

The body can not store vitamins, so the supply must be constantly replenished.

They are made by plant life, to which we are all indebted for all of our food. A few animals have the power to make one vitamin, but the human body does not have this power.

Vitamins contain carbon, hydrogen, and oxygen. Sometimes they are combined with another substance such as sulphur.

### VITAMIN A - WHY NECESSARY

It is essential to growth.

It is necessary to the eye, so that it can make adjustments to different amounts of light, and to sudden change in light. Deficiency causes night blindness and sensitivity to light. An increased amount of vitamin A will aid in correcting and overcoming this.

It is necessary for good condition of skin and hair. It aids in building up resistance against infection of the nose and throat.

Xerophthalmia is a deficiency disease which results in blindness. A diet strong in vitamin A will cause this disease to disappear unless there is a secondary infection.





NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO  
LIFE  
(continued)

GENERAL INFORMATION ABOUT VITAMINS (continued)

VITAMIN A (continued)

SOURCES OF VITAMIN A -

Fresh green leaves, such as parsley, water-  
cress, kale, spinach, chard, broccoli.

Yellow foods, such as carrots, squash,  
apricots, peaches, and yellow and red  
tomatoes.

Dairy products, especially butter, cream,  
whole milk, fortified margarine, egg yolks.

Animal sources are liver, fish liver oil,  
kidneys, if the animal has been fed on  
green grass or alfalfa.

DAILY AMOUNTS OF VITAMIN A NEEDED

If measured in international units (I.U.),  
the amount suggested is from 5000 to 8000  
daily. This would be supplied by 1 quart  
milk, 1 egg, 3 pats butter, and green and  
yellow vegetables. There are three im-  
portant variations:

Season of the year - more needed in winter.

Age of the person - more is needed during  
periods of growth.

Sex of person - men usually need more  
than women because of  
weight.

CONSERVATION OF VITAMIN A

Losses occur through -

Oxidation (combining with oxygen), -  
exposure of large surfaces to air,

Use of high temperature in cooking,

Long storage at room temperature.





NUTRITION - VITAMINS, SMALL UNITE OF SUBSTANCE ESSENTIAL TO  
LIFE  
(continued)

GENERAL INFORMATION ABOUT VITAMINS (continued)

VITAMIN A (continued)

CONSERVATION OF VITAMIN A (continued)

Losses may be prevented by -

Storing food covered in refrigerator,  
Buying fresh, unwilted greens,  
Grating or chopping vegetables just  
before serving,  
Cooking vegetables unpeeled, or peeling  
them just before cooking,  
Cooking in a small amount of boiling  
water or steaming,  
Preserving crispness as much as possible,  
Cooking at a low temperature when possible,  
Avoiding frying because the temperature  
destroys most of vitamin A,  
Cooking only as much as needed as reheating  
destroys vitamin A. (Use leftover  
vegetables in salad.)

Foods may be preserved with the following  
results -

Canning causes little loss,  
Quickly frozen foods retain much of  
vitamin A, but much is lost after  
thawing,  
Drying causes much to be lost, because of  
long exposure to air. (Sulphur-dried  
foods retain most of vitamin A because  
process is rapid.  
The sulphur is not harmful.

"For the sake of the beauty of your hair, skin,  
and eyes, for the vitality and endurance which  
come with good health, and the freedom from eye  
fatigue and infection, see that your diet contains  
ample vitamin A daily."



## NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO LIFE (continued)

### VITAMIN B COMPLEX

The vitamin once called vitamin B is in reality a group which contains nine or more vitamins, called Vitamin B Complex. These occur together in natural foods, but much is lost in the refining process.

### B<sub>1</sub> IS NOW CALLED THIAMIN

#### THE NEED FOR THIAMIN

It is necessary for growth.  
It promotes appetite and aids digestion.  
It aids in promoting greater vigor and endurance.  
It aids in maintaining a healthy nervous system.  
It helps in the oxidation of sugar and starches for heat and energy.  
Beriberi is the deficiency disease of digestive disturbance, loss of weight, and painful neuritis, which may cause paralysis.

#### SOURCES OF THIAMIN

Whole grain cereal foods and enriched flour and bread.  
Legumes, such as dried peas and beans.  
Fresh vegetables and fruits.  
Animal sources are pork (5 times more than other muscle meats), liver, kidney, eggs, and milk.

#### DAILY AMOUNT NEEDED

Girls and women need daily from 1.2 to 1.4 milligrams.  
The body is unable to store this vitamin; therefore, a constant supply must be in the diet.

B OR G IS NOW CALLED RIBOFLAVIN. NIACIN IS CLOSELY ASSOCIATED WITH IT AS PART OF THE B COMPLEX.





NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO  
LIFE  
(continued)

THE NEED FOR RIBOFLAVIN

It aids the body in the burning of sugar to produce energy.

It is necessary for growth.

It is necessary for endurance and vitality.

It is important in maintaining a healthy condition of skin and eyes.

It produces higher resistance to disease.

Pellagra is the deficiency disease of the nervous system and intestinal tract.

SOURCES OF RIBOFLAVIN AND NIACIN -

Animal sources, such as liver, milk, cheese, and eggs.

Lagumes, such as dried peas and beans, and soy beans.

Green leaves such as kale, broccoli, green cabbage, lettuce.

DAILY AMOUNTS NEEDED

Girls and women need daily from 1.8 to 2 milligrams.

OTHER VITAMINS OF THE B COMPLEX

Pyridoxin, or B<sub>6</sub>, helps in the utilization of fats, is necessary for growth, and is of value in building and maintaining healthy blood and nerves. Sources are the same as other B Complex. It is also found in molasses.

Panthothenic acid helps in maintaining the appearance of youth. The sources are liver, yeast, and other vitamin B sources.

CONSERVATION OF B COMPLEX

Losses occur through -

Solubility in water,  
Long periods of heat and high temperature,  
Use of alkalies, especially soda.



NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO  
LIFE  
(continued)

CONSERVATION OF B COMPLEX (continued)

Losses may be prevented by -

Cooking in small amount of boiling water,  
adding slowly to prevent lowering the  
temperature below the boiling point and  
for as short a period as possible.  
Using water left from the cooking in soup  
or vegetable cocktail, and also liquid  
from canned vegetables,  
Using quick cooking cereals,  
Cooking meat at low temperature,  
Avoiding reheating food.

Use generously each day in order to achieve full  
health.

VITAMIN C, NOW CALLED ASCORBIC ACID

THE NEED FOR ASCORBIC ACID

It is necessary for supporting tissue such as  
cartilage, ligaments, walls of the arteries,  
veins, and capillaries.

It is important in the formation of bones and  
teeth.

It aids in fighting infection.

Scurvy is the deficiency disease.

SOURCES OF ASCORBIC ACID -

Citrus fruits - oranges, lemons, grapefruit,  
tangerines, tomatoes.

Green leafy vegetables, such as spinach,  
broccoli, green parsley, watercress,  
cabbage.

Apples, potatoes, green beans, (fair sources)

Raw fruits and vegetables are especially  
good sources.

DAILY AMOUNT NEEDED

80 to 100 milligrams. One glass of orange  
juice will supply this.





NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO  
LIFE  
(continued)

CONSERVATION OF ASCORBIC ACID

Losses occur through -

Handling, bruising, mashing,  
Long storage and high temperature,  
Oxidation or exposure to air,  
Use of soda or contact with copper  
utensils.

Losses may be prevented by -

Preparing citrus juice just before serving,  
Storing in refrigerator,  
Cooking in water that has been boiled  
to let oxygen escape,  
Adding no soda,  
No reheating,  
Cooking in skins when possible (potato),  
Preparing, cooking, and using immediately,  
Using the water in which food has been  
cooked,  
Using the quick freezing method and  
cooking while still frozen.

VITAMIN D

It aids in the absorption of phosphorous and  
calcium in building bones and teeth, in giving  
energy, and helps to strengthen the eyes.  
Rickets is the deficiency disease.

The sources of vitamin D are direct sunshine,  
irradiated food, such as vitamin D milk, fish,  
liver, oils such as cod liver oil.

VITAMIN E

It aids in reproduction of animals.  
The sources are whole grain cereals, peanut  
butter, nuts.





NUTRITION - VITAMINS, SMALL UNITS OF SUBSTANCE ESSENTIAL TO  
LIFE  
(continued)

VITAMIN K

It aids in blood clotting and coagulation.  
The sources are green leaves. It is wide-  
spread in food.

VITAMIN P OR CITRIN

It prevents hemorrhage. The sources are  
green and red peppers, citrus juice, lemon  
peel.

SUMMARY

Know common sources of vitamins,  
Use natural foods as vitamin source daily.  
Have variety in the diet,  
Conserve vitamins by buying, handling,  
storing, and cooking correctly.



VICTORY COURSE READING  
ELEVENTH ASSIGNMENT, APRIL 21-25

LECTURE SUBJECT: NUTRITION - VITAMINS, THE REGULATORY FOODS

BOOKS

		<u>Pages</u>
Borsook, Henry	Vitamins-What they Are and How They Benefit You	
Davis, Adele	Vitality Through Planned Nutrition - How Vitamin A Can Help You	111-295
Pattee, Alida F.	Vitamins and Minerals for Everyone	3-129
Sherman-Lanford	Essentials of Nutrition - Vitamins	170-289

PAMPHLETS

The American Red Cross	Foods and Nutrition	21-33
Massachusetts Department of Public Health	Vitamin C and C Foods Each Day	
The National Dairy Council	Building Blocks of Food	





## VICTORY COURSE

FOURTEENTH MEETING - APRIL 28, 1943

### NUTRITION: CONSERVATION OF FOOD FOR FUTURE USE

CONSERVATION OF FOOD PRODUCTS AT HOME IS GOING TO BE ABSOLUTELY NECESSARY IN ORDER TO MAINTAIN A SOUND NUTRITIVE BACKLOG FOR NEXT WINTER.

### METHODS OF FOOD CONSERVATION AND PRESERVATION

Storage in a cool dark place.

Freezing - commercial process, such as Birdseye or in deep freeze units.

Dehydration - large scale process for armed forces and lend lease.

Canning, preserving - the process best suited to conserving the produce from victory gardens and nearby gardens.

### CANNING

The principle is to kill and prevent growth of all bacteria, yeasts, and molds which are microscopic plants causing spoilage, fermentation, or molding. These are present in the soil, plants, and air. High temperature, such as boiling at 212° F. or at the higher temperature of a pressure cooker, and sealing is the method used. Government bulletins, issued by the United States Department of Agriculture and State Colleges give full instructions, which should be followed precisely.

### THE CANNING PROCESS

Open Kettle Method - May be used for fruits or tomatoes.

Cook the product, sterilize jar, pack in jar, add boiling water or syrup to overflow, seal and store.



NUTRITION: CONSERVATION OF FOOD FOR FUTURE USE  
(continued)

CANNING (continued)

THE CANNING PROCESS (continued)

Cold Pack Process - The produce must be fresh and in good condition.

Equipment..... Jars, tested for chips and rough places,  
Rubbers, as good as can be procured and then tested,  
Pans for washing produce,  
Kettle for blanching and cooking  
Knives, corers, etc.  
Covered container for processing, with inside rack.

Preparation... Wash thoroughly and remove waste by peeling, scraping, etc.

Blanching..... This cooks the vegetable slightly; sets the color; reduces volume by shrinkage; facilitates skin removal. It is done by dipping in boiling water and is followed by quick cooling in order to handle product.

Packing..... Add  $\frac{1}{2}$  teaspoon of salt to one pint jar. Pack closely without crushing (except corn, peas, and shelled beans).  
Add hot liquid when jar is two-thirds full.  
Complete the filling and add liquid to fill the jar.  
Adjust rubber, wipe top of jar, and put on cover.  
Follow instructions on the jars as to partial or complete sealing.



NUTRITION: CONSERVATION OF FOOD FOR FUTURE USE  
(continued)

Cold Pack Process (continued)

Processing.... Place jars on rack in container filled with water as hot as can be borne by the hand up to one inch above the top of the jars.

Cover tightly, turn gas up until water boils and then control so that it boils at a moderate rate during the prescribed time.

Seal jars, if only partially sealed before processing, and cool away from a draft.

Test. Do not invert. If the jar is not sealed it may be processed by a short period of boiling.

Storage..... Put in a cool, dry place, 40° to 50°

Avoid bright light.





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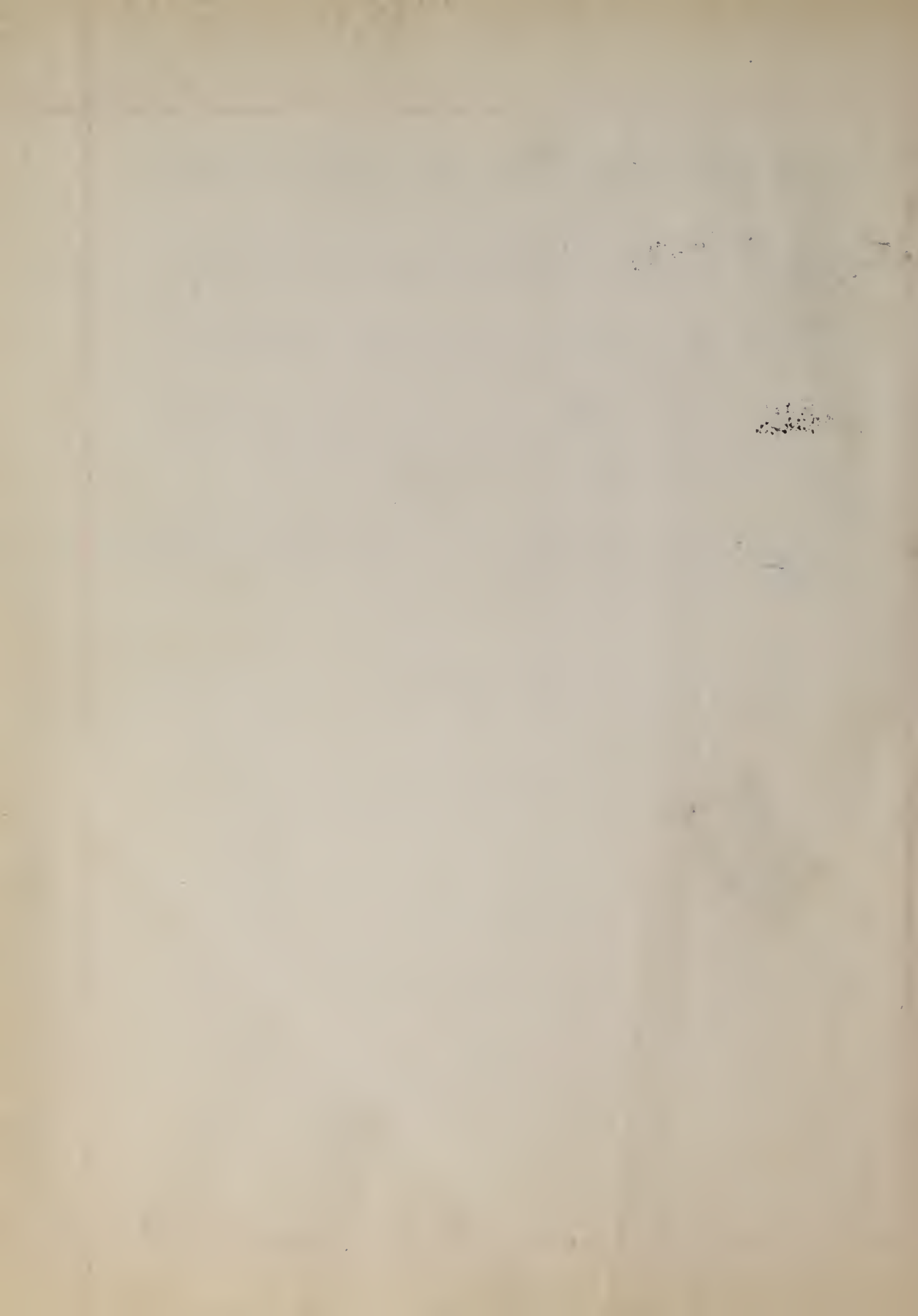
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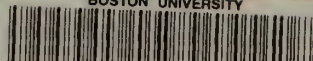






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